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Minister of Education
Province of Ontario
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1909

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REPORT

OF THE

Minister of Education

Province of Ontario

FOR THE YEAR

1909

Ministry of Education, Ontario
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Public School and Garden, 1909, at Vineland (Union S.S. No. 3 Louth).

Public School and Garden, 1909, at Vineland (Union S.S. No. 3 Louth).

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Sewing Class, Hamilton Normal School. Miss C. E. Elliott, Instructor.

Observation Lesson, cooking with coal oil stove, Hamilton Normal School. Miss C. E. Elliott, Instructor.

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1909.

To the Honourable JOHN M. GIBSON, K.C.,
Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR,—

I beg to present to your Honour the report of the Department of Education for the fiscal year ending October 31st, 1909. The change in the fiscal year does not affect the school year, which coincides, as hitherto, with the calendar year, and the statistics herewith presented are for the twelve month period ending December 31st, 1908.

At the last session of the Legislature the Acts relating to education were consolidated and the statutory enactments affecting the Department of Education, the High Schools and Collegiate Institutes, the Public Schools, and the Continuation Schools are now accessible in complete form. An edition of these Acts, together with the Truancy Act and the Public Libraries Act, was issued in a single volume. A copy was sent to each urban and rural school board without charge, the cost of this distribution being defrayed out of the money wisely voted by the Legislature for the purpose. The revision of the statutes relating to the schools was thorough, and suggestions made from time to time by trustees and educational authorities were duly considered, and, wherever deemed advisable, embodied in the law. The educational structure and system of administration now set forth in these amended Acts is one creditable to the founders of the system, and may be regarded by the people of Ontario with satisfaction. The regulations of the Department, with the courses of study, affecting High Schools and Collegiate Institutes, were also consolidated during 1909. A similar work is now being undertaken in respect to the regulations and courses of study for the public schools, and I have asked the Advisory Council of Education to lend its aid in this highly important labour. The Department is also glad to recognize the assistance of the committees of the Ontario Educational Association, under the auspices of which useful body a draft syllabus of studies was compiled and sent out to the teachers of the province during the year for their consideration and report. The elementary education of the children being a matter of supreme consequence, owing to the fact that the immense majority of the pupils begin and end their training in the public schools, it has been deemed wise to enlist in the work of revising the courses of study the co-operation of all specially fitted to advise in this task.

Progress of the Schools.

It affords me great pleasure to report to your Honour that the progress made in educational work during the year has been most encouraging. The zeal of all classes in the community in behalf of the education of their children has been praiseworthy. School boards throughout the province have exhibited readiness to incur expenditures for new and healthier buildings, for the improvement of existing structures, for the enlargement and embellishment of school grounds and for other necessary purposes. It is manifest that the people of Ontario realize that if this Province is to maintain its commanding position their efforts in behalf of education must not relax. As we grow in material wealth we must also increase in educational efficiency. In no other way can we keep abreast of other communities on this Continent. The remedy for such defects as may develop in our social and economic system is not less education, but more education. The renown which such countries as Scotland and Germany have won is due more to the noble sacrifice they have made for the better education of their people than to any other single cause. It should also be recorded that in the more progressive States of the American Union the expenditure, already large, upon the schools, increases annually and affords us an example of what we must do. That Ontario's efforts are far from contemptible may be seen by an examination of the statistics available. The amounts directly paid for elementary, secondary and university education by Ontario have increased from an aggregate of $7,761,890 in 1905 to $10,392,088 in 1908. This does not include the sums spent upon agricultural education in the Ontario Agricultural College, nor does it take any account of the large sums, probably amounting to at least two millions, spent through institutions not under state control.

The Supply of Teachers.

To have efficient schools, a supply of well trained teachers is indispensable. The improvement in professional training for teachers in the Universities and the Normal Schools, is already having its effect, but a longer period of time is required in order to secure the full results of this reform. Meantime, our aim should be to retain in the ranks of the profession the talented men and women whose services we are still fortunate enough to possess. The drain upon our supply of teachers undoubtedly continues. It is marked, as heretofore, by two well-defined influences. There is the demand for teachers from the flourishing Provinces of Western Canada,—Manitoba, Saskatchewan, Alberta and British Columbia. No falling off in this demand has shown itself during the past year. Nor is any diminution likely to occur for some time to come. There is also the constant attraction afforded by the opportunities of industrial and commercial life. This is certain to increase. It is useless to shut our eyes to the fact that the development of Canada for the next ten years will surpass all previous expansion. Openings for well educated and industrious persons will multiply. The scale of remuneration, already higher than that which prevails in the teaching profession, will tend upward. The effect cannot be accurately foreseen, but it is clearly in the direction of withdrawing from the schools a body of persons whom Ontario can ill spare. I earnestly entreat the school trustees of the Province, who have shown so much enterprise and generosity in the discharge of their duties, to study carefully the conditions already confronting them. The advance in teachers' salaries thus far is reassuring. It will probably have to

continue for some time if it is to prove effectual in staffing our schools with experienced and efficient teachers. A temporary shortage like the present may reasonably be met in certain cases by temporary measures. But if a large number of our schools were to fall permanently into the hands of untrained persons, inadequately qualified for teaching, with no special aptitudes for the work and determined to make it a mere stepping-stone to some other occupation, the standard of educational efficiency would suffer seriously.

The Western Provinces have grasped the situation with intelligence. They demand the trained teacher and are organizing their systems of education upon modern lines. In Manitoba the average annual salary paid to teachers of rural schools in 1908 was $520, compared with $462 to male teachers in Ontario rural schools and $382 to female teachers. The rural salary for male teachers in Alberta was $635 and for female teachers $621, and these rates are declared to be increasing. In British Columbia the salary for rural school teachers is an annual average of $650 for male teachers and $550 for female teachers. It is unnecessary to consider any special conditions in the Provinces named that may be regarded as an offset to these salaries. The simple fact which we in Ontario must face is that they attract our teachers to the West.

Technical Education.

Attention has been given during the year to the important question of technical education, and the best means of so adapting our existing system as to bring elementary agricultural and industrial training within the reach of those who require it. The difficulties which beset those who desire to meet the demand for such special training have been referred to in my reports of previous years. With the view of still further investigating conditions abroad the Government authorized the Superintendent of Education, Dr. John Seath, to visit Great Britain, France, Germany and Switzerland and examine the instruction given in the trade schools at certain centres in those countries. The design of this enquiry was to show the practicability of applying the methods in vogue abroad to our own schools. The report of the Superintendent which is now nearly completed will be made public as soon as possible. The announcement that the Federal Government intends to appoint a Royal Commission of inquiry into the best means of encouraging technical training in all the Provinces is a suitable recognition of a national obligation. The framing of the customs tariff which determines in large measure the employment of the people in industrial occupations is in the exclusive hands of the Federal Parliament, the power having been taken over from this and other Provinces in 1867. I have long been of opinion that, under all the circumstances, federal grants for technical education should be made by the Dominion Parliament to be expended for specified purposes without infringing upon the absolute control of each Province over its own schools. The intention to appoint a Federal Commission I regard as the first step in carrying out a clear obligation.

New Text Books.

Progress has been made during the year with the work of issuing new text books for the Public and High Schools. In cases where the authorized books could be retained after thorough revision and improvement this policy has been followed. The chief aim has been to secure the best books available. In carrying out this course the views of experienced educationists have been sought and

their advice, wherever practicable, adopted. The committee of teachers entrusted with the task of preparing a new series of reading books for the public schools completed its labours early in the year and in accordance with the declared policy of the Government the copyright of the new books was reserved to the Province. The sole right to print and publish the books for the schools, the ownership of the plates to remain in the Province, was then advertised. The contract was awarded to the lowest tenderer, the T. Eaton Company Limited. It is proper to say that the publishers have carried out their contract with a thoroughness, a skill, and a faithful adherence to the terms of their obligation which leave nothing to be desired. The magnitude of the mechanical operations entailed in order to have the books ready for the opening of the schools on August 15th can only be appreciated by persons who are familiar with the process of printing and binding. The estimated edition of each book in the series was far exceeded by the actual demand. The number of each book printed to supply the schools during the current year may be stated in round numbers as follows:—

Primer	117,000	Third Book	103,000
First Book	118,000	Fourth Book	91,000
Second Book	130,000		

I beg to report to your Honour, what has already been suitably acknowledged in the books themselves, the great courtesy of authors and publishing firms at home and abroad in permitting the use in these volumes of copyrighted material for the benefit of the children of Ontario.

The lower prices which have been already secured by competition justify the hope that by the time the entire list of authorized text books is revised a considerable saving in the cost of books to the parents and guardians of pupils will have been effected. It is also confidently expected that by adhering to the policy of one book in each subject and by carefully selecting the best books obtainable the necessity of rapid changes will be obviated for some years to come. A comparison of the prices which formerly prevailed with those now in force will indicate the results achieved thus far:—

REDUCTION IN PRICES OF TEXT BOOKS.

Text Book.	Former retail price.	Reduced retail price.	Per cent. reduction.
	$ c.	c.	c.
High School Physical Geography	1 00	60	40
High School Ancient History	1 00	75	25
High School Arithmetic	60	40	33⅓
High School Algebra	75	50	33⅓
High School Chemistry	50	40	20
High School German Grammar	1 00	70	30
High School Latin Lessons	1 00	60	40
English Literature	50	20	60
Paper edition		15	
French Literature	40	15	62½
German Literature	50	25	50
Paper edition		15	
Readers:			
Primer	10	4	60
First Book	15	6	60
Second Book	20	9	55
Third Book	30	14	53⅓
Fourth Book	40	16	60
Spelling Book	25	15	40
Bookkeeping	60	30	50
Copy Books	7	2	71⅐

The new arrangements made for the Public School and the High School drawing courses have also resulted, by the acceptance of the lowest tenders, in a large reduction in cost of books to the pupils of those schools. The former drawing course for Public Schools consisted of 5 numbers sold at 5c. each. Each number consisted of 24 pages or a total of 120 pages at 25c. The new Ontario Blank Drawing Book for Public Schools consists of 144 pages and is sold at 5c. The former drawing course for High Schools consisted of 2 numbers at 10c. each. Each number contained 24 pages or 48 in all at 20c. The new Blank Drawing Book for High Schools consists of 48 pages and is sold at 5c. There is the usual trade discount of 20 per cent. in these cases.

Statistics of Public Schools.

The statistics published in one of the appendices to this Report show that Public School salaries are still increasing throughout the Province, but particularly in the Urban Schools. In a few counties there are slight decreases in the Rural School salaries. The average salary for male teachers has increased in five years by 34, and that for female teachers by 33 per cent. Herewith is given a comparative statement of the salaries for the years 1903 and 1908, and also for 1907, in order that the last yearly increases, as well as the increases for five years, may be shown:

	Male.	Female.	Highest salary.
Rural Schools, 1903	$372	$283	$ 850
" 1907	458	379	900
" 1908	462	382	1,000
Urban Schools, 1903	743	395	1,600
" 1907	907	453	1,900
" 1908	995	516	2,000
Province, 1903	465	324	1,600
" 1907	596	420	1,900
" 1908	624	432	2,000

The large increase in the salaries paid in 1908 over 1907 by the Urban School Boards is doubtless due to the Special Grants last year to these schools for teachers' salaries.

There is noticed for the first time in over forty years a slight increase in the percentage of men engaged in teaching in the Public Schools. In 1907 the percentage of male teachers was 18.02, while in 1908 it had increased to 18.26. This increase and turning of the tide has been brought about by the marked annual increases in teachers' salaries during the last five years, as a result to a large extent of the increased Provincial Grants.

There was an increase of 144, from 4,602 in 1907 to 4,746 in 1908, in the number of teachers with First and Second Class certificates, whilst the number of District and Temporary certificates, etc., under the heading "Other Certificates," decreased by 65, or from 1,839 to 1,774.

The enrolled attendance increased in the year by 5,003, or from 448,218 to 453,221, and the average attendance from 59.45 to 60.05 per cent. of the aggregate. Practically the whole of this increase took place in the Urban Schools,

the attendance in the Rural Schools remaining stationary. In five years the Urban School attendance has increased from 42.12 to 46.53 per cent. of the whole.

There has been an increase in five years of 56 per cent. in the school expenditure, the total for 1903 being $5,077,869, while that for 1908 was $7,943,826. In 1907 $7,556,179 was expended. The expenditure per pupil of average attendance was $19.51 for 1903, $28.35 for 1907, and $29.17 for 1908; the increase in five years being 49 per cent. For the same period the legislative grants increased by 97 per cent., or from $390,156 in 1903 to $770,426 in 1908. In 1907 the amount was $655,239. The total amounts expended for teachers' salaries were $3,309,993, $4,389,524 and $4,643,571 respectively for the years 1903, 1907 and 1908; there being an increase of 40 per cent. in five years. It will thus be seen that whilst the legislative grants to these schools have nearly doubled, or increased by 97 per cent. in five years, and the total expenditure has increased by 49 per cent., the amount expended on teachers' salaries by the school boards has increased only 40 per cent.

The increases in these items for the preceding five years, that is, from 1898 to 1903, were as follows:—Legislative grants, 6 per cent., total expenditure, 15 per cent., and teachers' salaries 13 per cent.

The Continuation Schools taking up High School work in connection with the Public Schools are referred to in another portion of this Report. In 1908 there were 120 of these schools, an increase of 13 over the preceding year. There was an attendance of 5,317, or 573 more than in 1907.

Statistics of High Schools and Collegiate Institutes.

There were 145 secondary schools in 1908, an increase of two over the preceding year. The expenditure increased from $1,213,697 to $1,385,832. The cost per pupil of average attendance increased from $65.65 to $69.77.

The average salaries are: $1,430 for principals, $1,224 for male assistants, and $841 for female assistants, showing increases of $53, $50 and $26 respectively. The highest salary paid is $3,500.

The enrolled attendance increased by 1,581, or from 30,331 in 1907 to 31,912 in 1908. These pupils came from the following classes in the proportions specified:

Commercial	25.83 per cent.
Agricultural	27.91 "
Professional	9.36 "
Mechanical	20.72 "
Labouring	8.77 "
Other callings	7.40 "

Those who left these schools during the past year intended to enter various occupations as below:—

Mercantile life	20.89 per cent.
Agriculture	11.02 "
Profession of Law, Medicine or the Ministry	4.61 "
Teaching profession	17.10 "
Other professions	5.99 "
Other occupations	40.37 "

Report on Training Schools.

The reorganization of the Training School System was undertaken with the purpose of providing the Province with a very much larger proportion of teachers possessing advanced professional training. The Normal Schools are now organized

with full staffs and complete modern equipment. It is satisfactory to note that the number of applicants for admission has been sufficient to fill the schools to their utmost capacity. Over nine hundred graduated at the close of last session. The schools have again their full complement of students, and it is expected that one thousand more teachers will be added to the permanent teaching force at the end of the present term.

With a view of giving teachers a fuller appreciation of the agricultural interests of the country, and to prepare them more directly for service in the rural schools, those who graduated from the Normal Schools at Easter were given, through special arrangement with the Department of Agriculture, the privilege of taking a course of study in the Agricultural College at Guelph, during the months of April, May, and June.

The Training School at North Bay, to meet the needs of the schools in New Ontario, was opened in September. In accommodation and equipment it is identical with the other Normal Schools, but in addition to offering the ordinary Normal School course of study it provides a special Model School course for those preparing to teach in the newer districts.

Respectfully submitted,

R. A. PYNE,

Minister of Education.

Toronto, 1st February, 1910.

SUMMARY OF STATISTICS.

I. Elementary Schools.

a. Public Schools.

Number of Public Schools in 1908		5,869
Increase for the year	50	
Number of enrolled pupils of all ages in the Public Schools during the year		399,670
Increase for the year	2,954	
Average daily attendance of pupils		237,933
Increase for the year	4,930	
Percentage of average attendance to total attendance		59.53
Increase for the year	.80	
Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the Public Schools: men, 1,767; women, 7,253; total		9,020
Increase: men, 79; increase: women, 82; total increase	161	
Number of teachers who attended Normal School		4,555
Increase for the year	135	
Number of teachers with a University degree		86
Increase for the year	5	
Average annual salary for male teachers		$624
Increase for the year	$28	
Average annual salary for female teachers		$432
Increase for the year	$12	
Average experience of male teachers		10.12 years
Average experience of female teachers		6.96 years
Amount expended for Public School houses (sites and buildings)		$1,229,724
Amount expended for teachers' salaries		$4,320,268
Amount expended for all other purposes		$1,632,242
Total amount expended on Public Schools		$7,182,234
Increase for the year	$340,231	
Cost per pupil (enrolled attendance)		$17.97
Increase for the year	$.73	

b. Roman Catholic Separate Schools.

Number of Roman Catholic Separate Schools in 1908		465
Increase for the year	16	
Number of enrolled pupils of all ages		53,551
Increase for the year	2,049	
Average daily attendance of pupils		34,257
Increase for the year	757	
Percentage of average attendance to total attendance		63.97
Decrease for the year	1.07	

Number of teachers		1,065
Increase for the year	31	
Amount expended for School houses (sites and buildings)		$190,029
Amount expended for teachers' salaries		$323,303
Amount expended for all other purposes		$248,260
Total amount expended on R. C. Separate Schools		$761,592
Increase for the year	$47,416	
Cost per pupil (enrolled attendance)		14.22
Increase for the year	$.36	

c. Protestant Separate Schools.

Number of Protestant Separate Schools (included with Public Schools, *a*) in 1908		6
Increase for the year	1	
Number of enrolled pupils		422
Increase for the year	96	
Average daily attendance of pupils		243
Increase for the year	44	

d. Kindergartens.

Number of Kindergartens in 1908		156
Increase for the year	11	
Number of pupils enrolled		16,477
Increase for the year	1,235	
Average daily attendance of pupils		6,020
Increase for the year	522	
Number of teachers engaged		288
Increase for the year	11	

e. Night Schools.

Number of Night Schools in 1908-9		10
Number of pupils enrolled		889
Decrease for the year	663	
Average daily attendance of pupils		208
Decrease for the year	262	
Number of teachers engaged		18

II. Secondary Schools.

a. High Schools.

Number of High Schools (including 42 Collegiate Institutes) in 1908		145
Increase for the year	2	

*Number of Teachers in High Schools		795
Increase for the year	45	
Number of pupils enrolled in High Schools		31,912
Increase for the year	1,581	
Average daily attendance of pupils		19,862
Increase for the year	1,377	
*Average annual salary, Principals		$1,430
Increase for the year	$53	
*Average annual salary, Assistants		$1,074
Increase for the year	$34	
*Average annual salary		$1,139
Increase for the year	$34	
*Highest salary paid		$3,500
Amount expended for High School teachers' salaries		$860,955
Amount expended for High School houses (sites and buildings)		$272,934
Amount expended for all other High School purposes		$251,943
Total amount expended on High Schools		$1,385,832
Increase for the year	$172,134	
Cost per pupil (enrolled attendance)		$43.42
Increase for the year	$3.41	
Cost per pupil (average attendance)		$69.77
Increase for the year	$4.12	

b. Continuation Schools.

Number of Continuation Schools, 1908 (included in Public and Separate Schools, I, *a* and *b*), doing High School		
Increase for the year	13	
Number of pupils in attendance		5,317
Increase for the year	573	

III. General.

Elementary and Secondary Schools.

Total population of the Province, 1908		†2,260,504
Pupils enrolled in Elementary and Secondary Schools		502,499
Increase for the year	7,156	
Average daily attendance		298,280
Increase for the year	7,324	
Percentage of total population enrolled		22.23

*These statistics are based on Returns to the Department, dated January, 1909.
†Estimated.

Average cost per pupil (enrolled attendance) in all schools:

	1902.	1907.	1908.
Sites and buildings	$0 97	$2 86	$3 37
Teachers' salaries	7 63	10 44	10 95
All other expenses	2 80	4 40	4 24
For all purposes	$11 40	$17 70	$18 56

Average cost per pupil (average attendance) in all schools:

	1902.	1907.	1908.
Sites and buildings	$1 70	$4 86	$5 67
Teachers' salaries	13 34	17 78	18 45
All other expenses	4 89	7 50	7 15
For all purposes	$19 93	$30 14	$31 27

COMPARATIVE SCHOOL STATISTICS, 1867-1908.

I. PUBLIC SCHOOLS (INCLUDING SEPARATE SCHOOLS).

These tables, 1, 2, 3, 4, and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. In the Statistical Tables, A, B, C, D, E (Appendix A), the R. C. Separate Schools are excluded.

1.—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is given in the third column of the following table:

Year.	School age.	School population.	Pupils enrolled under 5.	Pupils enrolled 5 to 21.	Pupils enrolled over 21.	Total number of enrolled pupils.	Average daily attendance.	Percentage of average attendance to total number attending school.
1867	5—16	447,726	.....	a380,511	b21,132	401,643	163,974	40.82
1872	5—16	495,756	.....	a433,664	b20,998	454,662	188,701	41.50
1877	5—16	494,804	1,430	488,553	877	490,860	217,184	44.25
1882	5—16	483,817	1,352	469,751	409	471,512	214,176	45.42
1887	5—21	611,212	1,569	491,242	401	493,212	245,152	49.71
1892	5—21	595,238	1,636	483,643	391	485,670	253,830	52.26
1897	5—21	590,055	1,385	481,120	272	482,777	273,544	56.66
1902	5—21	584,512	1,001	452,977	110	454,088	261,480	57.58
1907	5—21	590,285	691	447,452	75	448,218	266,503	59.45
1908	5—21	596,713	763	452,374	84	453,221	272,190	60.05

a 5—16. *b* Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above tables.

An increase of 5,003 in the enrolled attendance, and of 5,687 in the average attendance, for 1908, are shown in the above table.

The percentage of average daily attendance to enrolled attendance increased from 59.45 to 60.05.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year.	Attendance in Rural Schools.	Attendance in Urban Schools.
1903	260,617 or 57.88% of total	189,661 or 42.12% of total
1907	242,247 or 54.05% of total	205,971 or 45.95% of total
1908	242,328 or 53.47% of total	210,893 or 46.53% of total

2.—Classification of Pupils.

Year.	1st Reader—Parts I. and II.	2nd Reader.	3rd Reader.	4th Reader.	5th or High School Reader.	Writing.	Arithmetic.	Drawing (Art).
1867	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450
1872	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582
1877	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036
1882	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432
1887	192,361	100,533	108,096	81,984	10,238	466,389	469,445	375,097
1892	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239
1897	181,375	91,330	99,682	89,314	21,076	465,525	471,869	448,444
1902	176,503	85,732	90,630	83,738	17,485	445,316	449,573	434,030
1907	172,746	84,622	89,371	85,752	15,727	448,218	448,218	394,735
1908	175,566	84,072	91,039	86,412	16,132	453,221	453,221	399,646

Year.	Geography.	Music.	Physiology and Hygiene.	English History.	Canadian History.	Composition.	Grammar.
1867	272,173	47,618	.....	*61,787	.....	147,412	147,412
1872	327,139	110,083	.....	47,019	37,339	105,512	176,644
1877	375,951	168,942	.....	59,694	43,401	226,977	226,977
1882	280,517	158,694	33,926	*150,989	.....	209,184	209,184
1887	316,791	203,567	71,525	94,830	114,141	270,856	270,856
1892	334,947	220,941	171,594	106,505	147,451	294,331	294,331
1897	342,189	233,915	215,343	114,398	169,627	316,787	316,787
1902	318,755	268,356	194,459	106,282	163,672	296,172	296,172
1907	336,073	274,493	249,324	139,212	195,266	357,969	222,745
1908	335,788	277,759	255,768	144,252	203,457	360,796	222,174

* History.

The following table classifies the pupils in the various readers, as to rural and urban schools, for the years 1904, 1907 and 1908.

	Year.	First Reader Part I.	First Reader Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth or High School Reader.	Totals.
Rural Schools	1904	60,784	36,941	47,930	50,297	47,289	9,892	253,133
Rural Schools	1907	60,470	31,538	46,219	48,247	46,815	8,958	242,247
Rural Schools	1908	61,826	31,363	44,810	48,348	47,101	8,880	242,328
Urban Schools (cities, towns and incorporated villages)	1904	44,456	27,800	37,299	39,814	35,815	6,304	191,488
	1907	52,082	28,656	38,403	41,124	38,937	6,769	205,971
	1908	53,445	28,932	39,262	42,691	39,311	7,252	210,893

3.—Teachers' Certificates.

Year.	Public School teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School.
1867	4,890	2,849	2,041	1,899	2,454	386	151	666
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877	6,468	3,020	3,448	250	1,304	3,926	988	1,084
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897	9,128	2,784	6,344	343	3,386	4,465	934	3,643
1902	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774
1907	9,893	1,783	8,110	715	3,887	3,452	1,839	4,587
1908	10,085	1,842	8,243	767	3,979	3,565	1,774	4,739

NOTE.—Kindergarten and Night School Teachers are not included in above table.

The number of men in the teaching profession, for the first time in many years, increased, as shown in above table. The percentage of men in 1907 was 18.02, while in 1908 it had increased to 18.26.

The number of teachers and the class of the certificates, in the Public Schools alone, in each County and District of the Province will be found on pages 22 and 23 of this Report.

The following table classifies the teachers and certificates as to rural and urban schools for four years:—

	Public School Teachers.			Certificates.			
	Total.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Class,
Rural Schools, 1904	5,974	1,469	4,505	152	1,944	3,107	771
Rural Schools, 1907	6,038	1,201	4,837	180	1,542	3,079	1,237
Rural Schools, 1908	6,107	1,254	4,853	207	1,533	3,180	1,187
Urban (cities, towns and incorporated villages) 1904	3,580	606	2,974	483	2,248	289	560
Urban, 1907	3,855	582	3,273	535	2,345	373	602
Urban, 1908	3,978	588	3,390	560	2,446	385	587

4.—Teachers' Salaries and Experience.

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.	Average salary, male teacher, incorporated villages.	Average salary, female teacher, incorporated villages.	*Average salary, male teacher, rural schools.	*Average salary, female teacher, rural schools.	Average salary, male teacher, all urban schools.	Average salary, female teacher, all urban schools.
	$	$	$	$	$	$	$	$	$	$	$	$	$
1867.	1,350	346	226	532	243	464	240	.....	.....	261	189	.....	.....
1872.	1,000	360	228	628	245	507	216	.....	.....	305	213	.....	.....
1877.	1,100	398	264	735	307	583	269	.....	.....	379	251	.....	.....
1882.	1,100	415	269	742	331	576	273	.....	.....	385	248	.....	.....
1887.	1,450	425	292	832	382	619	289	.....	.....	398	271	.....	.....
1892.	1,500	421	297	894	402	648	298	.....	.....	383	269	.....	.....
1897.	1,500	391	294	892	425	621	306	.....	.....	347	254	.....	.....
1902.	1,600	436	313	935	479	667	317	.....	.....	372	271	.....	.....
1907.	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1908.	2,000	624	432	1,305	623	837	423	684	383	462	382	995	516

*Incorporated villages included from 1867 to 1902 inclusive.

In Table C, pages 22 and 23, the salaries for 1908 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages.

Teachers' Experience.

The length of service or experience of the teachers engaged in the Public Schools is shown in Table C, pages 24 to 27, where the numbers who have taught from less than one year up to forty years and over are given for each year.

5.—Receipts and Expenditures.

Year.	Receipts.				Expenditures.					
	Legislative grants.	Municipal school grants and assessments.	Clergy reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	$	$	$	$	$	$	$	$	$	$ c.
1867..	187,153	1 151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872..	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877..	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882..	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887..	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892..	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897..	366,538	3,361,562	1,269,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8 73
1902..	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1907..	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16 85
1908..	770,426	6,581,232	2,620,523	9.972,181	4,643,571	1,419,754	139,330	1,741,171	7,943,826	17 52

Large increases in the Government and Municipal grants for 1908 over 1907, and consequently an increased expenditure, are shown in the above table. The expenditure per pupil of enrolled attendance increased from $16.85 to $17.52, and from $28.35 to $29.18 per pupil of average attendance.

The following tables show the increases since 1902:—

Average cost per pupil (enrolled attendance).

	1902.	1907.	1908.
Sites and buildings	$ 0.95	$ 2.72	$ 3.13
Teachers' salaries	7.04	9.79	10.24
All other expenses	2.63	4.34	4.15
For all purposes	$10.62	$16.85	$17.52

Average cost per pupil (average attendance).

	1902.	1907.	1908.
Sites and buildings	$ 1.65	$ 4.58	$ 5.21
Teachers' salaries	12.23	16.47	17.06
All other expenses	4.57	7.30	6.91
For all purposes	$18.45	$28.35	$29.18

The cost per pupil (enrolled attendance) for 1908 in the Public Schools alone will be found on pages 38 and 39 of this Report, and for the R. C. Separate Schools on pages 44 and 45. The expenditure will there be shown as to rural schools, cities, towns and villages, separately.

II. ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Teachers—Pupils.			Number of Pupils in the various Branches of Instruction.								
	Schools open.	Teachers.	Pupils.	Writing.	Arithmetic.	Geography.	Composition.	Grammar.	Drawing (Art.)	Physiology and Hygiene.	English History.	Canadian History.
1867	161	210	18,924	10,749	10,559	8,666	.....	5,688	.....	.....	*2,571	...
1872	171	254	21,406	13,699	12,189	8,011	7,908	7,908	.....	.....	*3,548	.....
1877	185	334	24,952	17,932	17,961	13,154	11,174	11,174	.....	.....	*9,812	.....
1882	190	390	26,148	21,052	21,524	13,900	11,695	11,695	7,548	2,033	*10,124	.....
1887	229	491	30,373	27,824	28,501	19,608	18,678	18,678	21,818	8,578	5,076	7,931
1892	312	662	37,466	35,565	25,936	26,299	22,755	22,755	32,682	11,056	6,713	11,483
1897	340	752	41,620	39,724	40,165	27,471	26,071	26,071	36,462	18,127	6,828	13,134
1902	391	870	45,964	45,964	45,964	29,788	27,409	27,409	41,952	14,687	7,544	15,035
1907	449	1,034	51,502	51,502	51,502	34,874	35,550	23,185	36,844	23,552	11,328	19,971
1908	465	1,065	53,551	53,551	53,551	37,286	39,433	24,395	42,905	28,600	12,783	22,059

*History.

II. ROMAN CATHOLIC SEPARATE SCHOOLS.—Continued.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal school grants and assessments.	Balances subscribed and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	All other purposes.	Total expenditure.	Cost per pupil
	$	$	$	$	$	$	$	$	$	$ c.
1867..	9,993	26,781	11,854	48,628	34,830	.....	.....	†7,889	42,719	2 26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	†15,993	61,817	2 88
1877..	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,284	114,806	4 60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5 13
1887.	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6 95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7 74
1897..	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7 26
1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9 47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13 86
1908..	56,348	521,436	266,284	844,068	323,303	190,029	20,012	228,248	761,592	14 22

†Including all expenditure except Teachers' salaries.

An increase of 16 in the number of R. C. Separate Schools, and an increase of $47,416 in the expenditure in 1908 are noticed in above tables. The expenditure per pupil of enrolled attendance increased from $13.86 to $14.22. Detailed statistics in reference to these schools will be found on pages 40 to 57 of this Report.

III. PROTESTANT SEPARATE SCHOOLS.

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4, Gratton; No. 2, Hagarty; No. 6, North Plantagenet; No. 1, North Tilbury, L'Orignal, and Penetanguishene.

They were attended by 422 pupils in 1908. The whole amount expended for their maintenance was $5,581.62. Two teachers held a Second Class, six a Third Class, and one a Temporary Certificate.

Complete statistics for these schools will be found on page 90.

IV. COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive.

I.—Receipts, Expenditure, Attendance, etc.

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers' salaries.	Paid for sites and building school houses.	Total expenditure.			
			$	$	$	$	$	$			$ c.
1867....	103	159	15,605	54,562	139,579	94,820	*19,190	124,181	5,696	55	21 80
1872....	104	239	20,270	79,543	223,269	141,812	*31,360	210,005	7,968	56	26 36
1877....	104	280	20,753	78,762	357,521	211,607	*51,417	343,710	9,229	56	37 24
1882....	104	332	29,270	84,304	373,150	253,864	*19,361	343,720	12,348	53	27 56
1887....	112	398	56,198	91,977	529,323	327,452	*73,061	495,612	17,459	59	28 38
1892....	128	522	97,273	100,000	793,812	472,029	*91,108	696,114	22,837	60	30 48
1897....	130	579	110,859	101,250	767,487	532,837	*46,627	715,976	24,390	61	29 35
1902....	134	593	105,801	112,650	832,853	547,402	44,246	769,680	24,472	58.97	31 45
1907....	143	750	138,396	158,549	1,611,553	783,782	193,975	1,213,697	30,331	60.94	40 01
1908....	145	795	145,697	158,549	2,001,307	860,955	272,934	1,385,832	31,912	62.23	43 42

* Expenses for repairs, etc., included.

The expenditure per pupil of enrolled attendance in the High Schools increased from $40.01 to $43.42 in 1908 over the preceding year, while the total expenditure increased from $1,213,697 to $1,385,832.

The attendance is still on the increase as noticed above, and amounts to 7.04 per cent. of the number enrolled in the Public and Separate Schools.

If the number that attended Continuation Schools (not Fifth Classes or Forms) in 1908 were included with those that attended the High Schools and Collegiate Institutes, the total would be 37,229, or 8.31 per cent. of the remaining number enrolled in the Public and Separate Schools of the Province.

Although the number of pupils in the secondary schools in any one year is about one-twelfth of the number in the primary schools, the latter number is composed of many more years' enrolments. The pupils in the Public and Separate Schools remain on the average at least two and one-half times as long as those in the secondary schools. It follows that the proportion of pupils who attend the primary schools as compared with the numbers that ultimately reach the higher schools is as 12 is to 2½, or, in other words, 20 per cent. of those pupils who reach the Fourth Reader extend their course to the secondary schools.

Average cost per pupil (enrolled attendance) per year:

	1902	1907	1908
	$ c.	$ c.	$ c.
Sites and buildings	1 81	6 39	8 55
Teachers' salaries	22 37	25 84	26 98
All other expenses	7 27	7 78	7 89
For all purposes	31 45	40 01	43 42

Average cost per pupil (average attendance) per year:

	1902.	1907.	1908.
	$ c.	$ c.	$ c.
Sites and buildings	3 07	10 49	13 74
Teachers' salaries	37 93	42 40	43 35
All other purposes	12 34	12 76	12 68
For all purposes	53 34	65 65	69 77

2.—Classification of Pupils, etc.

Year.	English.						Mathematics.			
	English Grammar.	English Composition.	Poetical Literature.	Geography.	Canadian History.	British History	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.
1867	5,467	4,091	.....	5,264	.....	†4,634	5,526	2,841	1,847	141
1872	7,884	7,278	.....	7,715	.....	†7,513	7,834	6,033	2,592	174
1877	8,819	8,772	.....	9,158	.....	†9,106	9,227	8,678	8,113	359
1882	12,275	12,189	.....	12,106	.....	†12,220	12,261	11,742	11,148	397
1887	17,086	17,171	16,649	16,962	.....	†17,010	16,939	16,904	14,839	1,017
1892	22,530	22,535	22,468	22,118	.....	†22,328	21,869	22,229	17,791	1,154
1897	19,591	24,195	24,176	13,747	18,318	20,304	19,798	24,105	16,788	1,652
1902	21,576	24,241	23,768	14,500	14,768	16,817	21,594	22,953	16,881	1,662
1907	26,415	29,383	*29,377	22,820	23,457	23,570	26,813	26,937	23,054	2,000
1908	25,239	30,931	*30,940	22,518	24,018	24,508	26,248	28,154	23,752	2,095

* English Literature. † History.

2.—Classification of Pupils, etc.—*Continued.*

Year.	Languages.				Science.		
	Latin.	Greek.	French.	German.	Physics.	Chemistry.	Botany.
1867	5,171	802	2,164	.....	1,876	840	.....
1872	3,860	900	2,828	341	1,921	1,151	.....
1877	4,955	871	3,091	442	2,168	2,547	.....
1882	4,591	815	5,363	962	2,880	2,522	.....
1887	5,409	997	6,180	1,350	5,265	3,411	4,640
1892	9,006	1,070	10,398	2,796	6,601	3,710	6,189
1897	16,873	1,421	13,761	5,169	11,002	5,489	12,892
1902	18,884	631	13,595	3,280	12,758	5,860	9,051
1907	20,511	677	17,310	3,835	23,421	15,064	15,572
1908	21,928	680	18,960	4,009	25,233	15,737	17,583

2.—Classification of Pupils, etc.—*Continued.*

Year.	Drawing (Art).	Bookkeeping.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Who became school teachers.	Number of schools charging fees.	Number of free schools.
1867	676	1,283	.....	.....	.....	.....	67	36
1872	2,176	3,127	486	300	213	.....	28	76
1877	2,755	3,621	555	328	564	.....	35	69
1882	3,441	5,642	881	646	751	.....	37	67
1887	14,295	14,064	1,141	882	791	.....	58	54
1892	16,980	16,700	1,111	1,006	398	1,527	77	51
1897	12,252	11,647	1,368	1,153	409	2,056	87	43
1902	10,721	11,334	1,573	743	705	1,238	82	52
1907	15,365	13,468	1,982	803	849	1,436	81	62
1908	17,179	15,214	1,695	894	860	1,387	81	64

The statistics in detail of the various Collegiate Institutes and High Schools of the Province, for 1908, will be found on pages 58 to 89 of this Report.

V. TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for thirty-two years:

Year.	No. of Teachers' Institutes.	No. of Members.	No. of Teachers in the Province.	Receipts.				Expenditure.	
				Amount received from government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for Libraries.	Total amount paid.
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1877. ...	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882.....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887.....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897.....	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902.....	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1907.....	81	9,319	9,893	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41
1908.....	83	9,081	10,085	3,075 00	1,852 50	1,882 60	16,340 18	920 02	8,367 06

See pages 96 to 99 for details for 1908.

VI. DEPARTMENTAL EXAMINATIONS, ETC.

1.—Table showing the Number of Teachers in Training at Provincial Normal Schools, and the pupils at the Normal Model Schools in connection therewith, etc., 1877-1909.

Year.	No. of Normal School teachers.	No. of Normal School students admitted.	No. of Normal Model School and Kindergarten teachers.	No. of Normal Model School and Kindergarten pupils.
1877.....	13	257	8	643
1882.....	16	260	15	799
1887.....	13	441	18	763
1892.. ...	12	428	22	842
1897.....	13	407	23	832
1902.....	16	619	31	958
1907.....	*35	428	38	979
1908.....	*62	1,149	37	925
1909.....	*68	1,163	*37	903

*Including those engaged in both a Normal and a Model School.

2.—Entrance Examinations, 1877-1909.

Year.	No. of Candidates examined.	No. of Candidates who passed.
1877	7,383	3,836
1882	9,607	4,371
1887	16,248	9,364
1892	16,409	8,427
1897	16,384	10,502
1902	18,087	13,300
1907	22,144	15,430
1908	23,218	15,291
1909	23,878	14,790

3.—Academic Teachers' Examinations, 1909.

Examinations.	Total number of Candidates.	Number passed.	Number of Appeals.	Number passed on Appeals.	Total number passed.	Passed on Teachers' Report.	Percentage.
Model Entrance	292	82	.....	.....	82	35	28.082
Normal Entrance	3,401	1,324	54	1	1,325	327	38.959
Faculty Entrance, Part I.	742	185	26	1	186	42	25.067
Faculty Entrance, Part II.	487	149	26	.....	149	28	30.595
Commercial Specialist.	18	7	4	.....	7	.....	38.888
Art Specialist	5	.....	.....	.....	.....	.....	.....
Total Candidates for Teachers' Examinations	4,945	1,747	110	2	1,749	432	35.37

Number of Junior Matriculation Candidates	3,562
Number of Honour Matriculation Candidates	213
Number of Scholarship Candidates	106

APPENDICES.

APPENDIX A.—STATISTICAL TABLES.

THE PUBLIC SCHOOLS.

I. Table A.—School Population, Attendance, etc.

Rural Schools.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Brant	3,643	6	3,052	....	3,058	1,616	1,442	1,745	57
2 Bruce	9,608	12	6,821	....	6,833	3,568	3,265	3,869	57
3 Carleton	6,710	23	5,515	4	5,542	2,931	2,611	2,842	55
4 Dufferin	3,852	15	3,307	8	3,330	1,800	1,530	1,611	48
5 Dundas	3,447	26	3,040	1	3,067	1,682	1,385	1,686	55
6 Durham	3,840	9	3,357	....	3,366	1,701	1,665	1,815	54
7 Elgin	5,803	7	4,467	1	4,475	2,394	2,081	2,484	55
8 Essex	11,402	9	5,815	....	5,824	2,930	2,894	3,153	54
9 Frontenac	6,135	42	4,977	4	5,023	2,650	2,373	2,188	43
10 Glengarry	4,947	13	3,328	....	3,341	1,774	1,567	1,554	46
11 Grey	13,138	50	10,374	5	10,429	5,491	4,938	5,416	52
12 Haldimand	4,091	5	2,892	....	2,897	1,525	1,372	1,824	63
13 Haliburton	1,972	18	1,591	2	1,611	844	767	647	40
14 Halton	3,254	....	2,297	....	2,297	1,242	1,055	1,219	53
15 Hastings	10,004	33	7,361	8	7,402	3,808	3,594	3,559	48
16 Huron	10,622	3	7,327	....	7,330	3,930	3,400	4,514	61
17 Kent	8,583	29	6,577	1	6,607	3,512	3,095	3,627	55
18 Lambton	8,823	7	6,420	1	6,428	3,417	3,011	3,851	60
19 Lanark	4,962	11	3,579	....	3,590	1,865	1,725	2,198	61
20 Leeds and Grenville	8,586	27	6,848	1	6,876	3,550	3,326	3,778	55
21 Lennox and Addington	4,489	15	3,641	....	3,656	1,933	1,723	1,872	51
22 Lincoln	3,521	13	2,789	....	2,802	1,479	1,323	1,430	51
23 Middlesex	10,405	7	7,371	....	7,378	3,876	3,502	4,380	59
24 Norfolk	4,935	22	4,085	....	4,107	2,165	1,942	2,173	53
25 Northumberland	5,432	12	4,065	1	4,078	2,173	1,905	2,249	55
26 Ontario	7,407	12	5,573	....	5,585	2,855	2,730	2,851	51
27 Oxford	8,299	....	5,898	....	5,898	3,094	2,804	3,357	57
28 Peel	4,348	....	3,069	....	3,069	1,664	1,405	1,646	53
29 Perth	8,238	8	5,238	....	5,246	2,780	2,466	3,178	60
30 Peterborough	4,645	13	3,710	2	3,725	1,881	1,844	1,826	49
31 Prescott and Russell	11,838	25	4,254	2	4,281	2,257	2,024	2,206	51
32 Prince Edward	2,749	13	2,355	1	2,369	1,219	1,150	1,165	49
33 Renfrew	11,738	19	7,046	2	7,067	3,695	3,372	3,369	47
34 Simcoe	13,845	26	10,965	4	10,995	5,669	5,326	5,770	52
35 Stormont	4,607	14	3,215	....	3,229	1,658	1,571	1,648	51
36 Victoria	5,116	14	4,034	....	4,048	2,108	1,940	2,078	51
37 Waterloo	6,365	6	4,246	....	4,252	2,323	1,929	2,634	62
38 Welland	4,495	12	3,761	1	3,774	2,041	1,733	1,969	52
39 Wellington	8,272	15	5,451	....	5 466	2,873	2,593	3,299	60
40 Wentworth	6,163	....	4,710	....	4,710	2,455	2,255	2,545	54
41 York	15,890	30	11,781	1	11,812	6,251	5,561	6,475	55
42 Algoma, Manitoulin, etc.	7,268	44	6,122	4	6,170	3,191	2,979	2,862	46
43 Muskoka	4,171	22	3,405	1	3,428	1,808	1,620	1,582	46
44 Nipissing	4,103	20	3,445	1	3,466	1,780	1,686	1,648	47
45 Parry Sound	5,334	14	4,255	4	4,273	2,140	2,133	1,933	45
46 Rainy River & Thunder Bay	2,646	...	2,085	....	2,085	1,047	1,038	917	44
Totals	309,741	721	225,514	60	226,295	118,645	107,650	120,642	53.31

THE PUBLIC SCHOOLS—Continued.

I. Table A.—School Population, Attendance, etc.—Continued.

Cities.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Belleville	2,093	....	1,576	....	1,576	809	767	965	61
2 Brantford	4,284	....	3,069	1	3,070	1,548	1,522	2,080	68
3 Chatham	2,542	....	1,506	....	1,506	730	776	1,122	74
4 Fort William	3,009	....	1,428	....	1,428	700	728	825	58
5 Guelph	3,294	....	1,721	....	1,721	831	890	1,264	73
6 Hamilton	15,635	....	8,722	....	8,722	4,484	4,238	6,235	71
7 Kingston	5,888	....	2,453	....	2,453	1,219	1,234	1,856	75
8 London	9,091	....	6,198	....	6,198	3,152	3,046	4,253	68
9 Niagara Falls	2,013	2	1,203	....	1,205	627	578	822	68
10 Ottawa	21,726	1	6,956	....	6,957	3,488	3,469	4,783	69
11 Peterborough	3,050	....	2,032	....	2,032	1,043	989	1,511	74
12 Port Arthur	1,944	....	1,252	....	1,252	608	644	786	63
13 St. Catharines	2,633	....	1,483	....	1,483	713	770	1,007	68
14 St. Thomas	3,175	....	1,918	....	1,918	943	975	1,497	78
15 Stratford	2,716	....	1,659	....	1,659	876	783	1,230	74
16 Toronto	57,286	7	34,249	1	34,257	17,396	16,861	23,803	69
17 West Toronto	2,853	....	2,148	....	2,148	1,082	1,066	1,394	65
18 Windsor	4,421	....	1,780	....	1,780	932	848	1,315	74
19 Woodstock	1,874	....	1,370	....	1,370	664	706	1,005	73
Totals	149,527	10	82,723	2	82,735	41,845	40,890	57,753	69.8
Towns.									
1 Alexandria	683	....	60	....	60	33	27	33	55
2 Alliston	*566	....	402	7	409	222	187	274	67
3 Almonte	787	....	352	....	352	175	177	249	71
4 Amherstburg	1,100	....	310	....	310	167	143	174	56
5 Arnprior	1,329	....	609	....	609	310	299	416	68
6 Aurora	524	...	314	....	314	146	168	220	70
7 Aylmer	507	....	391	....	391	199	192	268	68
8 Barrie	1,850	....	1,134	....	1,134	538	596	647	57
9 Berlin	2,628	....	1,728	....	1,728	870	858	1,319	76
10 Blenheim	*393	....	391	....	391	205	186	250	64
11 Blind River	491	....	338	....	338	147	191	204	60
12 Bonfield	157	....	47	....	47	27	20	30	64
13 Bothwell	*156	....	190	1	191	100	91	108	56
14 Bowmanville	616	....	456	....	456	227	229	288	63
15 Bracebridge	991	....	780	....	780	336	444	504	65
16 Brampton	810	....	503	....	503	266	237	372	74
17 Brockville	2,424	....	1,216	....	1,216	589	627	744	61
18 Bruce Mines	284	....	243	1	244	107	137	151	62
19 Cache Bay	239	....	221	....	221	101	120	92	41
20 Campbellford	744	....	604	....	604	306	298	430	71
21 Carleton Place	1,117	....	818	....	818	395	423	606	74
22 Chesley	756	....	386	....	386	191	195	265	69
23 Clinton	497	....	428	....	428	229	199	305	71
24 Cobalt	560	....	414	....	414	182	232	183	44
25 Cobourg	†1,275	....	529	....	529	265	264	378	71
26 Collingwood	*1,874	....	1,268	....	1,268	641	627	866	68
27 Copper Cliff	454	....	389	....	389	190	199	241	62
28 Cornwall	*2,031	....	656	....	656	346	310	462	70
29 Deseronto	857	....	572	....	572	268	304	383	67
30 Dresden	413	....	407	....	407	198	209	258	63
31 Dundas	1,032	....	606	....	606	305	301	428	70
32 Dunnville	621	....	449	....	449	226	223	285	63
33 Durham	450	1	383	1	385	177	208	270	70

*Figures of preceding year. †Estimated.

THE PUBLIC SCHOOLS.—Continued.

I. Table A.—School Population, Attendance, etc.—Continued.

	Towns.—Con'd.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
34	East Toronto	1,440	....	1,283	....	1,283	664	619	716	56
35	Englehart	168	2	130	....	132	73	59	45	34
36	Essex	375	....	301	....	301	151	150	202	67
37	Forest	350	....	268	....	268	127	141	179	67
38	Fort Frances	183	....	161	....	161	72	89	99	61
39	Galt	2,246	....	1,334	1	1,335	679	656	1,016	76
40	Gananoque	1,149	....	794	....	794	400	394	518	65
41	Goderich	1,072	....	623	....	623	312	311	444	71
42	Gore Bay	237	....	331	....	331	160	171	186	56
43	Gravenhurst	654	1	573	....	574	299	275	337	59
44	Haileybury	383	....	517	....	517	261	256	198	38
45	Hanover	*643	....	454	.	454	217	237	322	71
46	Harriston	386	....	290	....	290	130	160	194	67
47	Hawkesbury	1,539	....	157	....	157	86	71	90	57
48	Hespeler	633	....	488	1	489	249	240	328	67
49	Huntsville	625	....	556	....	556	271	285	379	68
50	Ingersoll	1,430	....	739	....	739	375	364	511	69
51	Kearney	210	....	160	....	160	76	84	88	55
52	Keewatin	307	....	250	....	250	112	138	162	65
53	Kenora	1,421	....	1,000	....	1,000	514	486	629	63
54	Kincardine	652	....	393	....	393	191	202	274	69
55	Kingsville	496	....	414	....	414	191	223	267	64
56	Latchford	152	1	106	....	107	54	53	57	53
57	Leamington	627	....	430	....	430	211	219	318	74
58	Lindsay	*1,926	....	1,034	....	1,034	528	506	776	75
59	Listowel	555	....	417	....	417	211	206	298	71
60	Little Current	*671	....	355	....	355	182	173	142	40
61	Massey	289	....	141	....	141	81	60	90	64
62	Mattawa	*483	....	82	....	82	38	44	48	58
63	Meaford	574	....	434	....	434	218	216	307	71
64	Midland	*1,497	....	1,084	....	1,084	569	515	676	62
65	Milton	480	....	452	....	452	232	220	305	67
66	Mitchell	451	....	320	....	320	153	167	230	72
67	Mount Forest	463	....	310	....	310	152	158	220	71
68	Napanee	671	....	500	....	500	240	260	340	68
69	New Liskeard	587	....	470	....	470	240	230	270	57
70	Newmarket	741	....	465	....	465	224	241	320	69
71	Niagara	294	....	202	....	202	113	89	124	61
72	North Bay	1,334	....	656	....	656	341	315	469	71
73	North Toronto	1,089	....	771	....	771	379	392	491	64
74	Oakville	*517	....	275	....	275	144	131	194	70
75	Orangeville	766	....	492	....	492	250	242	320	65
76	Orillia	1,686	....	1,065	....	1,065	517	548	711	67
77	Oshawa	1,339	1	1,065	....	1,066	532	534	671	63
78	Owen Sound	2,910	....	1,735	....	1,735	861	874	1,260	73
79	Palmerston	446	....	387	....	387	186	201	251	65
80	Paris	983	....	572	....	572	291	281	383	67
81	Parkhill	*362	....	245	....	245	119	126	158	64
82	Parry Sound	†1,160	....	1,057	....	1,057	508	549	520	49
83	Pembroke	1,462	....	613	....	613	334	279	436	71
84	‡Penetanguishene	958	....	702	....	702	369	333	433	61
85	Perth	947	....	413	....	413	224	189	300	72
86	Petrolea	953	....	671	....	671	345	326	490	73
87	Picton	829	....	530	....	530	288	242	332	63
88	Port Hope	1,195	....	753	....	753	367	386	530	70

*Figures of preceding year. †Estimated. ‡Including Protestant Separate School.

THE PUBLIC SCHOOLS.—Continued.

I. Table A.—School Population, Attendance, etc.—Concluded.

Towns.—Con'd.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
89 Powassan	*260	....	230	....	230	107	123	156	68
90 Prescott	803	....	411	....	411	195	216	284	69
91 Preston	1,023	....	479	....	479	224	255	334	70
92 Rainy River	500	....	177	....	177	82	95	107	60
93 Renfrew	1,065	....	427	....	427	224	203	311	73
94 Ridgetown	453	....	370	....	370	185	185	241	65
95 Rockland	614	....	74	....	74	37	37	51	69
96 St. Mary's	784	....	496	....	496	265	231	332	67
97 Sandwich	604	....	181	....	181	102	79	108	60
98 Sarnia	*2,242	....	1,533	....	1,533	771	762	1,114	72
99 Sault Ste. Marie	2,066	....	1,278	....	1,278	630	648	825	64
100 Seaforth	548	....	311	....	311	161	150	217	70
101 Simcoe	623	....	577	....	577	279	298	374	65
102 Smith's Falls	1,500	....	1,079	....	1,079	517	562	791	73
103 Southampton	521	....	380	....	380	195	185	260	68
104 Stayner	302	....	297	....	297	155	142	200	67
105 Steelton	650	....	476	....	476	250	226	266	56
106 Strathroy	662	....	498	....	498	240	258	364	73
107 Sturgeon Falls	†1,300	....	277	....	277	141	136	175	63
108 Sudbury	819	....	318	....	318	166	152	207	65
109 Thessalon	700	6	481	....	487	248	239	241	49
110 Thornbury	189	....	159	....	159	67	92	112	70
111 Thorold	768	1	421	....	422	206	216	231	55
112 Tillsonburg	649	....	460	....	460	260	200	314	68
113 Trenton	947	....	560	....	560	261	299	365	65
114 Uxbridge	517	....	354	....	354	172	182	216	61
115 Vankleek Hill	530	....	157	....	157	93	64	114	72
116 Walkerton	723	....	357	....	357	170	187	263	74
117 Walkerville	701	....	406	....	406	204	202	283	69
118 Wallaceburg	1,238	3	662	....	665	332	333	396	59
119 Waterloo	1,065	....	520	....	520	278	242	421	81
120 Webbwood	588	....	193	....	193	93	100	102	53
121 Welland	637	1	540	....	541	273	268	326	60
122 Whitby	508	....	387	....	387	214	173	242	62
123 Wiarton	726	....	596	....	596	305	291	392	66
124 Wingham	636	....	448	....	448	214	234	300	67
Totals	103,673	17	64,184	12	64,213	32,111	32,102	42,392	66.03
Totals.									
1 Rural Schools	309,741	721	225,514	60	226,295	118,645	107,650	120,642	53.31
2 Cities	149,527	10	82,723	2	82,735	41,845	40,890	57,753	69.80
3 Towns	103,673	17	64,184	12	64,213	32,111	32,102	42,392	66.03
4 Villages	33,772	15	26,402	10	26,427	13,321	13,106	17,146	64.88
5 Grand Totals, 1908	596,713	763	398,823	84	399,670	205,922	193,748	237,933	59.53
6 Grand Totals, 1907	590,285	691	395,950	75	396,716	203,374	193,342	233,003	58.73
7 Increases	6,428	72	2,873	9	2,954	2,548	406	4,930	.80
8 Percentages	.....	.19	99.79	.02	.....	51.52	48.47	59.53	.....

*Figures of preceding year. †Estimated.

THE PUBLIC

II.—Table B.—Number of Pupils in the

Rural Schools.	Reading.						Art.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	
1 Brant	695	338	502	711	683	129	2,854
2 Bruce	1,625	845	1,248	1,526	1,413	176	6,238
3 Carleton	1,245	653	835	1,067	1,207	535	5,108
4 Dufferin	786	316	560	946	677	45	2,861
5 Dundas	765	311	824	539	506	122	2,867
6 Durham	615	463	691	810	670	117	2,649
7 Elgin	941	502	813	806	1,068	345	4,311
8 Essex	1,695	966	1,139	1,132	784	108	4,969
9 Frontenac	1,226	679	870	1,042	1,130	76	4,870
10 Glengarry	1,039	434	782	561	500	25	2,279
11 Grey	2,660	1,118	2,059	2,375	1,916	301	9,233
12 Haldimand	646	424	490	554	662	121	2,736
13 Haliburton	550	173	304	290	241	53	1,025
14 Halton	573	304	366	464	510	80	2,297
15 Hastings	2,260	1,125	1,460	1,229	1,112	216	6,605
16 Huron	1,241	806	1,413	1,647	1,716	507	6,225
17 Kent	1,726	757	1,211	1,143	1,253	517	5,803
18 Lambton	1,551	1,005	1,092	1,289	1,280	211	5,356
19 Lanark	777	538	653	747	760	115	3,590
20 Leeds and Grenville	1,402	884	1,222	1,419	1,698	251	4,107
21 Lennox and Addington	818	470	668	788	808	104	3,334
22 Lincoln	714	283	476	540	680	109	2,052
23 Middlesex	1,480	884	1,281	1,578	1,710	445	7,162
24 Norfolk	923	419	853	743	1,007	162	3,898
25 Northumberland	978	428	911	893	728	140	3,047
26 Ontario	1,224	648	1,032	1,208	1,314	159	5,121
27 Oxford	1,246	691	993	1,231	1,374	363	4,569
28 Peel	644	389	569	621	784	62	2,606
29 Perth	1,086	492	913	1,371	1,214	170	4,929
30 Peterborough	970	424	674	754	771	132	2,399
31 Prescott and Russell	1,399	662	718	663	727	112	3,287
32 Prince Edward	482	263	412	454	616	142	2,214
33 Renfrew	1,829	1,182	1,360	1,274	1,213	209	5,383
34 Simcoe	2,757	1,492	1,960	2,010	2,205	571	9,901
35 Stormont	861	374	670	658	558	108	2,764
36 Victoria	940	487	857	800	784	180	3,620
37 Waterloo	952	493	1,043	1,019	664	81	3,806
38 Welland	844	419	657	824	898	132	3,124
39 Wellington	1,109	605	926	1,197	1,292	337	4,800
40 Wentworth	1,106	548	711	1,173	983	189	4,455
41 York	3,634	1,533	2,051	2,209	2,123	262	11,436
42 Algoma and Manitoulin	1,898	850	1,085	1,146	1,022	169	5,166
43 Muskoka	1,002	455	702	683	493	93	3,125
44 Nipissing	1,352	625	623	538	309	19	1,906
45 Parry Sound	1,461	529	748	762	660	113	2,785
46 Rainy River & Thunder Bay	618	313	375	411	312	56	2,072
Totals	56,345	28,599	41,802	45,845	45,035	8,669	194,944

SCHOOLS.—Continued.

various Branches of Instruction.

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.
1	2,243	1,842	2,234	2,452	1,313	1,214	1,464	1,590
2	4,520	3,454	5,174	5,060	3,305	2,183	3,121	3,527
3	3,824	2,207	4,287	4,129	3,374	2,453	2,993	2,509
4	2,431	1,657	2,523	2,442	1,824	1,270	1,461	1,845
5	2,547	1,602	2,554	2,535	1,451	979	1,322	1,611
6	2,485	1,309	2,664	2,306	1,952	1,016	1,253	1,439
7	3,595	2,575	3,588	3,759	2,707	2,029	2,575	2,720
8	3,655	1,335	3,343	4,230	2,254	1,106	2,069	4,453
9	3,036	1,328	2,734	2,894	2,468	1,701	2,002	1,841
10	1,938	715	2,029	2,019	1,084	648	1,103	1,587
11	7,650	5,032	7,811	7,774	5,476	3,129	4,609	6,178
12	2,123	2,136	2,325	2,384	1,532	1,097	1,350	1,341
13	942	481	1,084	972	625	405	529	484
14	1,537	1,084	1,788	1,781	1,214	701	939	972
15	5,080	3,932	6,196	6,318	2,478	2,013	3,076	4,781
16	5,545	2,739	6,243	6,019	4,051	2,293	3,620	2,706
17	4,602	2,969	5,004	4,739	3,411	2,478	2,985	3,226
18	4,032	2,742	4,600	5,118	2,911	2,360	2,856	3,050
19	2,545	799	2,850	2,728	2,127	1,144	1,508	1,338
20	3,849	1,843	3,944	3,838	2,071	1,898	2,312	3,190
21	2,724	1,118	2,744	2,692	2,165	1,594	1,790	1,929
22	1,934	1,466	1,921	1,917	1,472	1,142	1,345	1,282
23	5,830	5,341	6,165	6,348	3,737	3,051	3,805	4,464
24	3,267	2,504	3,336	3,409	1,773	1,824	2,255	2,796
25	2,846	1,479	3,206	3,014	2,083	1,067	1,421	1,599
26	3,882	2,531	4,707	4,312	3,076	1,954	2,339	2,381
27	3,968	2,446	4,102	4,421	2,883	2,285	2,492	2,650
28	2,277	1,350	2,349	2,525	1,780	1,294	1,455	1,377
29	3,982	5,156	4,190	4,154	2,964	1,516	2,664	2,096
30	2,765	965	266	2,607	1,831	1,344	1,715	1,434
31	2,469	1,538	2,544	2,773	1,757	1,208	1,661	1,720
32	1,821	781	1,914	1,946	1,368	960	1,152	1,411
33	3,899	1,325	3,926	4,071	3,269	1,906	2,346	1,916
34	8,428	6,078	8,769	8,540	5,600	4,110	5,377	5,295
35	2,267	1,435	2,472	2,437	1,539	1,110	1,352	1,629
36	3,055	1,985	3,243	3,158	1,751	1,733	2,086	2,406
37	2,974	3,205	3,811	3,747	1,680	863	1,502	1,148
38	2,624	1,568	2,807	2,631	2,064	1,311	1,902	1,559
39	3,838	2,532	4,270	4,183	3,007	1,906	2,587	2,612
40	3,425	2,972	3,833	3,483	2,553	1,357	2,149	1,540
41	8,630	6,111	9,928	9,556	4,992	3,879	4,770	6,031
42	3,744	1,307	3,973	4,040	2,659	1,697	2,404	2,424
43	2,314	1,323	2,534	2,461	1,595	1,053	1,509	1,589
44	1,378	506	1,707	1,702	1,091	565	874	948
45	2,447	1,041	2,309	2,283	1,885	1,099	1,551	1,451
46	1,284	664	1,422	1,349	837	644	724	780
	156,251	100,508	165,423	167,256	109,039	74,589	98,374	106,855

THE PUBLIC

II.—Table B.—Number of Pupils in the

Rural Schools.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
1 Brant	2,581	1,800	117	138	114
2 Bruce	5,282	3,086	176	355	162
3 Carleton	4,499	1,963	322	470	489
4 Dufferin	2,628	1,438	92	444	55
5 Dundas	2,522	1,554	82	111	113
6 Durham	2,443	1,500	272	180	112
7 Elgin	3,697	2,647	351	964	317
8 Essex	4,045	1,972	63	421	96
9 Frontenac	2,519	1,456	68	408	67
10 Glengarry	2,860	652	13	15	16
11 Grey	8,530	5,098	282	595	274
12 Haldimand	2,710	2,471	124	142	116
13 Haliburton	649	149	60	47	51
14 Halton	1,828	1,500	84	92	75
15 Hastings	6,660	5,185	371	418	195
16 Huron	5,467	3,131	482	567	471
17 Kent	5,288	2,498	444	511	405
18 Lambton	5,806	3,431	189	322	194
19 Lanark	3,026	1,642	97	119	94
20 Leeds and Grenville	3,473	1,574	140	311	167
21 Lennox and Addington	3,027	1,548	133	80	78
22 Lincoln	1,964	1,024	101	118	84
23 Middlesex	6,569	4,613	395	786	409
24 Norfolk	3,864	2,399	188	148	130
25 Northumberland	3,205	1,470	100	119	113
26 Ontario	4,406	2,207	284	661	131
27 Oxford	4,062	2,095	270	344	354
28 Peel	2,442	1,155	60	62	62
29 Perth	4,553	5,120	162	196	159
30 Peterborough	2,366	1,412	78	516	115
31 Prescott and Russell	2,970	1,906	100	102	103
32 Prince Edward	1,988	861	142	186	131
33 Renfrew	2,963	851	188	195	182
34 Simcoe	8,470	7,525	936	999	594
35 Stormont	2,410	806	103	169	101
36 Victoria	3,206	1,336	145	312	148
37 Waterloo	2,854	1,367	46	59	53
38 Welland	2,431	1,348	117	121	118
39 Wellington	4,306	1,985	308	634	316
40 Wentworth	3,823	2,463	175	188	173
41 York	9,430	7,376	291	290	247
42 Algoma and Manitoulin	4,642	1,845	138	345	152
43 Muskoka	2,830	1,580	86	263	87
44 Nipissing	1.169	610	21	108	12
45 Parry Sound	1,967	839	103	185	104
46 Rainy River and Thunder Bay	947	425	44	79	50
Totals	169,377	100,913	8,543	13,895	7,789

SCHOOLS.—Continued.

various Branches of Instruction.—Continued.

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
1	106	40	41	.....	90	45	188	85	.....
2	153	72	21	1	84	38	306	.....	.....
3	486	389	226	2	403	237	254	35	.....
4	46	12	4	.....	.....	44	174	24	.....
5	110	29	14	.....	70	45	120	36	.....
6	112	64	20	.....	72	78	39	.....	.....
7	346	73	49	.....	693	203	177	346	.....
8	93	58	730	.....	61	85	154	.....	.....
9	52	22	14	.....	5	14	71	24	.....
10	14	2	2	.....	1	4	.....	.....	.....
11	223	130	26	8	81	80	126	51	.....
12	106	75	35	2	181	88	304	.....	.....
13	41	7	.....	.....	28	24	.....	.....	.....
14	72	.....	3	.....	22	49	183	.....	.....
15	147	30	19	.....	109	158	369	.....	.....
16	371	157	16	24	263	168	388	.....	.....
17	399	6	70	.....	337	204	727	96	.....
18	122	18	4	.....	88	93	72	.....	.....
19	92	70	61	21	77	30	171	.....	.....
20	150	82	54	.....	80	17	118	.....	.....
21	57	32	29	18	1	23	15	.....	.....
22	69	34	.....	.....	9	9	27	72	.....
23	345	129	21	.....	363	112	370	316	20
24	104	11	3	.....	95	58	312	53	.....
25	107	83	32	.....	56	16	39	17	.....
26	123	31	26	.....	63	85	138	71	.....
27	337	139	51	27	219	110	81	.....	.....
28	62	9	10	.....	.....	.....	.....	.....	.....
29	156	99	19	2	143	134	1,058	.....	.....
30	113	44	35	.....	42	23	1	38	9
31	98	58	1,825	.....	38	26	34	87	23
32	101	51	34	.....	79	49	208	.....	.....
33	171	45	98	.....	55	20	87	.....	25
34	511	353	393	3	473	417	1,475	77	.....
35	93	43	39	.....	44	16	9	.....	.....
36	134	52	26	.....	43	68	84	.....	.....
37	34	24	8	60	16	15	1	.....	.....
38	92	51	30	28	39	50	97	.....	.....
39	298	169	86	3	154	95	391	55	45
40	160	68	22	.....	96	68	222	30	.....
41	247	104	78	.....	228	228	2	.....	.....
42	146	41	188	.....	66	85	17	.....	.....
43	87	5	2	.....	32	31	154	.....	.....
44	12	4	1,211	.....	32	22	84	8	8
45	83	9	.....	.....	49	39	115	.....	.....
46	45	.....	.....	.....	17	22	.....	.....	.....
	7,026	3,024	5,675	199	5,197	3,525	8,962	1,521	130

THE PUBLIC

II. Table B.—Number of Pupils in the

Cities.	Reading.						Art.
	1st Reader. Part I.	1st Reader. Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	
1 Belleville	530	244	259	210	333	.....	1,576
2 Brantford	651	479	457	749	631	103	2,652
3 Chatham	338	225	288	313	342	.....	1,506
4 Fort William	533	226	225	259	185	.....	1,428
5 Guelph	384	222	250	510	237	118	1,603
6 Hamilton	1,520	1,253	1,205	2,323	1,873	548	8,664
7 Kingston	678	315	351	553	556	.....	2,453
8 London	1,154	761	1,494	1,386	1,403	.....	6,198
9 Niagara Falls	428	125	192	234	226	.....	1,111
10 Ottawa	1,497	931	903	1,661	1,634	331	3,295
11 Peterborough	536	330	415	365	386	.....	2,032
12 Port Arthur	393	156	202	275	226	.....	1,252
13 St. Catharines	409	230	211	382	251	.....	1 074
14 St. Thomas	404	195	414	410	495	.....	1,918
15 Stratford	300	266	275	454	364	.....	1,659
16 Toronto	7,429	4,186	7,067	7,547	6,951	1,077	33,319
17 West Toronto	613	315	372	372	476	.....	2,148
18 Windsor	737	207	267	337	232	.....	1,780
19 Woodstock	389	167	210	254	350	.....	1,307
Totals	18,923	10,833	15,057	18,594	17,151	2,177	76,975
Towns.							
1 Alexandria	20	5	8	14	13	.....	60
2 Alliston	93	35	44	44	46	147	380
3 Almonte	77	50	90	59	76	.....	352
4 Amherstburg	63	48	57	39	64	39	305
5 Arnprior	176	115	119	102	97	.....	609
6 Aurora	76	63	76	46	53	.....	314
7 Aylmer	119	40	82	93	57	.....	391
8 Barrie	248	155	268	205	258	.....	1,134
9 Berlin	295	269	448	423	293	.....	673
10 Blenheim	72	29	63	75	54	98	391
11 Blind River	136	51	49	42	37	23	335
12 Bonfield	10	4	10	6	17	.....	47
13 Bothwell	44	13	30	24	18	62	150
14 Bowmanville	89	55	115	88	109	.....	456
15 Bracebridge	274	44	168	108	83	103	780
16 Brampton	132	64	82	124	101	.....	443
17 Brockville	335	193	226	214	248	.....	1,216
18 Bruce Mines	66	35	42	52	18	31	224
19 Cache Bay	87	37	62	21	11	3	221
20 Campbellford	127	96	116	126	139	.....	604
21 Carleton Place	247	145	125	182	119	.....	818
22 Chesley	83	68	85	75	75	.....	386
23 Clinton	118	41	70	99	100	.....	428
24 Cobalt	146	69	75	60	58	6	414
25 Cobourg	128	56	108	105	132	.....	529
26 Collingwood	361	158	297	198	254	.....	1,268
27 Copper Cliff	172	94	53	42	18	10	217
28 Cornwall	223	45	147	139	102	.....	656
29 Deseronto	224	60	126	76	86	.....	572
30 Dresden	77	91	61	51	27	100	330
31 Dundas	202	139	44	106	115	.....	606
32 Dunnville	139	48	68	98	96	.....	397

SCHOOLS.—Continued.

various Branches of Instruction.—Continued.

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History	Physiology and Hygiene.
1	1,323	1,576	1,499	1,409	543	689	747	1,092
2	2,612	2,685	2,855	3,070	1,066	1,214	1,571	2,854
3	1,506	1,506	1,506	1,506	751	559	655	438
4	665	1,428	900	900	665	200	444	1,428
5	1,345	1,603	1,716	1,718	777	333	777	777
6	8,166	8,679	8,147	8,325	3,536	5,471	6,386	7,444
7	1,739	2,362	2,210	1,884	1,160	1,021	1,255	2,453
8	6,198	6,198	6,198	6,198	1,489	3,017	4,249	6,198
9	777	.....	777	777	652	170	450	977
10	3,626	6,957	3,323	3,626	3,323	51	3,626	3,295
11	2,032	2,032	2,032	2,032	386	386	751	1,496
12	859	.....	859	859	501	501	501	859
13	1,074	.....	844	1,074	425	425	425	425
14	1,918	1,918	1,918	1,918	926	561	989	1,918
15	1,659	1,659	1,659	1,659	229	.....	229	1,659
16	32,543	33,391	30,613	32,209	26,012	5,484	10,793	27,361
17	1,220	1,963	2,148	2,148	848	848	848	476
18	836	.....	1,043	1,043	569	232	569	569
19	894	.....	814	604	604	350	604	814
	70,992	73,957	71,061	72,959	44,462	21,512	35,869	62,533
1	40	60	60	60	27	13	27	27
2	380	390	409	409	320	240	260	350
3	352	.....	352	352	251	76	100	76
4	295	271	208	300	190	98	137	261
5	433	350	433	609	259	61	150	150
6	314	261	314	314	314	314	314	314
7	391	69	391	391	157	121	157	391
8	1,081	877	975	1,077	474	463	818	917
9	1,728	1,728	1,728	1,728	716	716	716	1,164
10	290	.....	290	290	290	197	197	99
11	219	322	219	219	165	59	165	152
12	37	.....	33	33	33	23	33	33
13	191	57	191	191	134	134	134	72
14	312	456	456	456	197	109	197	456
15	780	677	780	780	294	780	780	677
16	345	503	384	384	225	152	280	205
17	1,216	1,216	1,216	1,216	729	729	1,216	1,216
18	123	60	100	100	100	100	100	52
19	97	116	134	134	97	13	35	35
20	477	517	477	477	265	156	109	477
21	452	818	818	818	288	62	153	818
22	235	386	386	386	150	180	180	386
23	310	354	428	428	171	100	219	219
24	414	414	414	414	414	414	414	414
25	345	529	345	345	237	132	345	345
26	1,268	1,268	717	1,268	452	1,268	1,268	1,268
27	123	.....	123	123	123	28	70	28
28	656	656	656	656	241	241	241	388
29	572	410	572	572	86	162	572	572
30	330	307	303	330	178	178	178	78
31	265	606	404	606	221	265	265	606
32	262	237	194	262	194	52	44	44

THE PUBLIC

II. Table B.—Numbers of Pupils in the

Cities—Continued.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
1 Belleville	1,359	1,576			
2 Brantford	2,967	3,070	103	103	
3 Chatham	1,506	1,506			
4 Fort William	1,428	1,428			
5 Guelph	1,603	1,603	115	118	118
6 Hamilton	8,587	8,132	548	548	548
7 Kingston	2,453	2,453		1,109	
8 London	6,168	6,198			
9 Niagara Falls	845	777		328	
10 Ottawa		3,488	280	280	51
11 Peterborough	2,032	2,032		2,032	
12 Port Arthur	1,252				
13 St. Catharines	1,483	1,483		425	
14 St. Thomas	1,918	1,918			
15 Stratford	1,659	1,659			
16 Toronto	21,784	32,630	2,009	15,555	
17 West Toronto	2,148				
18 Windsor	1,780	1,780			
19 Woodstock	814				
Total	61,816	71,733	3,055	20,498	717
Towns.					
1 Alexandria	60	60			
2 Alliston	350	260	84	380	140
3 Almonte	293			135	
4 Amherstburg	230	269	33	39	37
5 Arnprior	609	609		61	
6 Aurora	314	261			
7 Aylmer	152	391			
8 Barrie	1,028	815	61		
9 Berlin	1,728				
10 Blenheim	293		43	98	98
11 Blind River	152		18	23	23
12 Bonfield			17		
13 Bothwell	129		13	62	62
14 Bowmanville	456	456			
15 Bracebridge	677	677	103	103	103
16 Brampton	384	503			
17 Brockville	1,216				
18 Bruce Mines	52		22	43	43
19 Cache Bay	221	221	3	3	3
20 Campbellford	604				
21 Carleton Place	818	818			
22 Chesley	386	386			
23 Clinton	428	428			
24 Cobalt	414	414	5	5	5
25 Cobourg	529	529			
26 Collingwood	1,268	1,268			
27 Copper Cliff	277			10	
28 Cornwall	656	656			
29 Deseronto	572	572			
30 Dresden	139		60	100	100
31 Dundas	606				
32 Dunnville	449	353			

SCHOOLS.—Continued.

various Branches of Instruction.—Continued.

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
1									80
2						103		323	346
3								943	
4									
5						118		342	358
6	433				354	548		1,196	1,715
7	550							1,109	307
8									
9									
10	51	51	51		51	280		3,271	803
11									
12									
13									
14								264	
15									
16						1,381		28,749	9,579
17									
18									
19								137	150
	1,034	51	51		405	2,430		36,334	13,338
1									
2	140	108	16		86	85	60		
3									
4	37	39	39		34	6			
5									
6									
7						118			
8									
9				1,055				141	149
10	62	69	43		98				
11	23	21	21		18				
12						17			
13	49	60	20		35	13			
14									
15	103	97	18		103				
16									
17								200	262
18	43	43	33		43				
19	2	1				3			
20									
21									
22									
23									
24	5	4			5	5			
25									
26									
27									
28								241	
29									
30	100	95	47		75	60			
31									
32									

THE PUBLIC

II. Table B.—Number of Pupils in the

Towns—Continued.	Reading.						
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Art.
33 Durham	77	45	52	59	50	102	266
34 East Toronto	452	169	240	229	193	.....	1,126
35 Englehart	54	19	23	24	12	.....	95
36 Essex	76	36	91	57	41	.....	301
37 Forest	76	47	39	43	63	.....	268
38 Fort Frances	46	13	37	28	14	23	155
39 Galt	344	72	279	303	337	.....	1,335
40 Gananoque	250	105	163	135	141	.....	794
41 Goderich	131	46	157	168	121	.....	623
42 Gore Bay	59	49	59	59	60	45	319
43 Gravenhurst	162	102	107	93	110	.....	574
44 Haileybury	220	46	88	121	33	9	517
45 Hanover	167	44	83	71	45	44	454
46 Harriston	51	38	58	82	61	.....	239
47 Hawkesbury	35	39	18	30	35	.....	157
48 Hespeler	70	40	174	108	68	29	485
49 Huntsville	154	86	111	90	58	57	413
50 Ingersoll	109	114	166	196	154	.....	739
51 Kearney	43	15	32	16	32	22	160
52 Keewatin	63	37	37	37	46	30	250
53 Kenora	430	93	175	169	133	.....	1,000
54 Kincardine	118	40	84	77	74	.....	393
55 Kingsville	112	41	95	105	48	13	414
56 Latchford	9	46	25	12	15	.....	107
57 Leamington	134	35	93	95	73	.....	296
58 Lindsay	300	68	214	249	203	.....	1,034
59 Listowel	99	40	66	89	123	.....	417
60 Little Current	110	16	78	78	57	16	355
61 Massey	56	.....	27	20	27	11	141
62 Mattawa	16	13	12	14	18	9	82
63 Meaford	120	34	105	93	82	.....	434
64 Midland	385	111	231	206	151	.....	715
65 Milton	124	70	59	44	79	76	428
66 Mitchell	60	44	42	69	105	.....	320
67 Mount Forest	58	49	39	83	56	25	310
68 Napanee	89	76	106	76	153	.....	500
69 New Liskeard	188	71	73	86	23	29	267
70 Newmarket	163	42	71	128	61	.....	465
71 Niagara	59	14	39	43	47	.....	202
72 North Bay	218	131	127	108	72	.....	656
73 North Toronto	281	142	130	117	93	8	771
74 Oakville	60	74	49	40	52	.....	275
75 Orangeville	105	67	107	97	116	.....	492
76 Orillia	339	132	159	200	181	54	1,011
77 Oshawa	349	155	223	232	107	.....	1,066
78 Owen Sound	320	263	335	382	435	.....	1,735
79 Palmerston	86	50	65	66	56	64	287
80 Paris	112	110	99	154	97	.....	572
81 Parkhill	37	16	75	54	63	.....	245
82 Parry Sound	334	172	176	172	132	71	847
83 Pembroke	185	97	132	87	112	.....	613
84*Penetanguishene	203	113	141	119	126	.....	531
85 Perth	88	53	102	78	92	.....	413
86 Petrolea	155	118	86	182	130	.....	671
87 Picton	119	74	115	104	118	.....	530
88 Port Hope	180	169	146	117	141	.....	753

*Including Protestant Separate School.

SCHOOLS.—Continued.

various Branches of Instruction.—Continued.

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.
33	308	45	308	308	211	211	211	161
34	927	1,015	1,190	1,190	423	270	423	636
35	36	.....	125	59	36	12	36	19
36	246	160	301	246	98	41	98	246
37	145	.....	145	268	106	106	106	106
38	102	.....	102	102	65	65	65	40
39	1,052	1,335	1,335	1,335	793	344	793	1,159
40	544	434	794	794	193	141	276	544
41	623	623	446	623	289	121	289	121
42	319	73	237	237	164	164	164	119
43	428	114	574	574	258	144	258	144
44	391	.....	391	391	206	305	255	297
45	454	410	454	454	160	160	243	410
46	239	239	290	290	201	95	201	143
47	89	.....	157	157	65	35	65	83
48	451	.....	451	451	206	100	206	206
49	371	.....	393	390	231	115	231	284
50	739	739	739	739	154	143	345	739
51	95	.....	95	95	95	54	70	54
52	187	.....	187	187	83	83	83	83
53	507	942	1,000	1,000	302	183	302	1,000
54	393	393	393	393	98	393	393	393
55	261	353	414	414	166	61	166	289
56	52	.....	98	98	27	15	27	27
57	261	.....	261	261	178	73	95	430
58	665	782	1,034	1,034	271	251	284	284
59	278	417	308	324	212	123	258	123
60	355	282	229	245	229	229	229	135
61	141	141	85	141	58	58	58	85
62	53	82	82	41	41	27	14	41
63	434	434	434	434	176	434	434	434
64	739	565	1,084	1,084	854	379	641	1,084
65	445	376	452	452	298	155	182	376
66	216	320	216	216	174	105	174	105
67	252	310	310	310	164	128	164	164
68	500	500	500	500	153	153	219	500
69	455	441	282	282	136	136	209	441
70	302	465	465	465	189	129	185	465
71	202	202	143	143	90	47	90	202
72	656	656	656	656	180	72	180	656
73	385	771	525	525	218	218	218	218
74	275	275	275	275	141	52	92	275
75	387	376	492	435	213	260	387	387
76	726	1,011	1,065	985	435	311	462	629
77	464	949	1,066	1,066	464	107	107	107
78	1,415	1,735	1,415	1,735	817	817	1,152	817
79	220	323	220	387	186	186	247	96
80	350	417	350	350	251	97	144	97
81	192	245	245	245	117	63	117	63
82	861	814	875	780	676	676	829	717
83	613	613	613	613	613	613	613	613
84	526	626	606	702	235	256	306	356
85	413	413	413	413	170	92	170	413
86	671	398	.....	398	553	312	140	312
87	530	530	530	530	118	222	337	530
88	753	753	753	753	753	530	530	753

THE PUBLIC

II. Table B.—Number of Pupils in the

Towns—Continued.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
33 Durham	343	261	30	102	102
34 East Toronto	1,158	1,015	.....	.....	.....
35 Englehart	.....	.....	.....	.....	.....
36 Essex	246	301	.....	.....	.....
37 Forest	268	268	.....	.....	.....
38 Fort Frances	72	47	19	27	27
39 Galt	1,335	777	.....	.....	.....
40 Gananoque	794	794	.....	.....	.....
41 Goderich	623	623	.....	.....	.....
42 Gore Bay	192	73	33	33	45
43 Gravenhurst	574	114	.....	.....	.....
44 Haileybury	391	94	9	9	9
45 Hanover	423	454	28	44	44
46 Harriston	201	239	.....	.....	.....
47 Hawkesbury	157	.....	.....	.....	.....
48 Hespeler	489	.....	29	29	29
49 Huntsville	356	.....	57	57	57
50 Ingersoll	739	739	.....	.....	.....
51 Kearney	95	.....	22	70	22
52 Keewatin	83	83	16	30	30
53 Kenora	507	1,000	.....	.....	.....
54 Kincardine	393	393	.....	.....	.....
55 Kingsville	414	414	13	13	13
56 Latchford	107	.....	.....	.....	.....
57 Leamington	188	49	.....	.....	.....
58 Lindsay	824	597	.....	271	.....
59 Listowel	417	417	.....	170	.....
60 Little Current	355	.....	16	355	16
61 Massey	141	.....	11	11	11
62 Mattawa	82	.....	41	9	9
63 Meaford	434	434	.....	.....	.....
64 Midland	1,084	.....	.....	.....	.....
65 Milton	428	376	46	76	76
66 Mitchell	320	320	.....	.....	.....
67 Mount Forest	310	310	.....	.....	.....
68 Napanee	500	500	.....	.....	.....
69 New Liskeard	441	470	14	27	29
70 Newmarket	465	465	.....	.....	.....
71 Niagara	202	202	.....	69	.....
72 North Bay	656	656	.....	.....	.....
73 North Toronto	377	385	8	8	8
74 Oakville	.....	275	.....	.....	.....
75 Orangeville	492	492	.....	.....	.....
76 Orillia	1,011	635	54	54	.....
77 Oshawa	798	278	.....	.....	.....
78 Owen Sound	1,735	1,735	.....	435	.....
79 Palmerston	213	213	31	64	64
80 Paris	572	97	.....	.....	.....
81 Parkhill	245	245	.....	.....	.....
82 Parry Sound	814	293	33	61	61
83 Pembroke	613	.....	.....	.....	.....
84*Penetanguishene	526	245	.....	77	.....
85 Perth	413	413	.....	.....	.....
86 Petrolea	313	671	.....	.....	.....
87 Picton	530	530	.....	.....	.....
88 Port Hope	753	753	.....	.....	.....

*Including Protestant Separate School.

SCHOOLS.—Continued.

various Branches of Instruction.—Continued.

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
33	102	97	95	.....	102	30	.....	.....	.....
34	.....	.....	.....	.....	.....	.....	.....	.....	.....
35	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	.....	.....	.....	.....	.....	.....	.....	.....	.....
38	26	14	16	.....	26	19	.....	.....	.....
39	.....	.....	.....	.....	.....	.....	.....	163	174
40	.....	.....	.....	.....	.....	.....	.....	.....	.....
41	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	45	28	11	.....	33	.....	.....	.....	.....
43	.....	.....	.....	.....	.....	.....	.....	.....	.....
44	9	.....	.....	.....	9	.....	.....	.....	.....
45	44	40	.....	31	13	28	.....	.....	.....
46	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	29	.....	.....	.....	9	.....	.....	.....	.....
49	57	50	51	.....	57	38	.....	.....	.....
50	.....	.....	.....	.....	.....	.....	.....	61	93
51	22	.....	.....	.....	22	22	.....	.....	.....
52	30	30	30	.....	30	16	.....	.....	.....
53	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	13	6	.....	.....	13	13	.....	.....	.....
56	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	16	4	4	.....	16	.....	.....	.....	.....
61	11	.....	.....	.....	11	.....	.....	.....	.....
62	9	1	.....	.....	8	.....	.....	.....	.....
63	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	.....	.....	.....	.....	.....	.....	.....	.....	.....
65	76	31	14	.....	76	.....	.....	.....	.....
66	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	29	27	29	.....	29	.....	.....	.....	.....
70	.....	.....	.....	.....	.....	.....	.....	.....	.....
71	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	.....	.....	.....	.....	.....	.....	.....	.....	.....
73	8	3	8	.....	8	7	.....	.....	.....
74	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	.....	.....	.....	.....	.....	.....	.....	.....	.....
76	.....	.....	.....	.....	.....	54	.....	.....	.....
77	.....	.....	.....	.....	.....	.....	.....	48	.....
78	.....	.....	.....	.....	.....	.....	.....	189	246
79	64	64	64	.....	31	31	.....	.....	.....
80	.....	.....	.....	.....	.....	.....	.....	.....	.....
81	.....	.....	.....	.....	.....	.....	.....	.....	.....
82	61	49	51	6	47	.....	.....	.....	.....
83	.....	.....	.....	.....	.....	.....	.....	.....	.....
84	.....	.....	30	.....	.....	.....	50	.....	.....
85	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	.....	.....	.....	.....	.....	.....	.....	.....	.....

THE PUBLIC

II.—Table B.—Numbers of Pupils in the

Towns—Continued.	Reading.						
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th Reader.	Art.
89 Powassan	53	33	28	43	35	38	230
90 Prescott	76	108	50	90	87	.....	411
91 Preston	120	59	101	108	91	.....	479
92 Rainy River	54	43	44	16	11	9	177
93 Renfrew	140	58	43	53	133	.....	427
94 Ridgetown	98	31	72	79	90	.....	370
95 Rockland	24	8	4	19	19	.....	74
96 St. Mary's	120	71	64	135	106	.....	436
97 Sandwich	61	26	40	29	24	1	181
98 Sarnia	470	208	245	284	326	.....	1,533
99 Sault Ste. Marie	376	163	202	285	252	.....	1,278
100 Seaforth	61	47	49	45	109	.....	311
101 Simcoe	138	67	135	104	133	.....	577
102 Smith's Falls	339	164	193	191	192	.....	1,079
103 Southampton	68	101	69	63	47	32	207
104 Stayner	55	37	38	56	25	86	297
105 Steelton	125	84	77	107	83	.....	476
106 Strathroy	94	72	115	91	126	.....	498
107 Sturgeon Falls	90	29	77	40	38	3	277
108 Sudbury	72	59	55	59	73	.....	318
109 Thessalon	134	63	96	93	71	30	487
110 Thornbury	25	16	30	34	27	27	159
111 Thorold	114	60	113	80	55	.....	422
112 Tillsonburg	80	61	105	92	122	.....	460
113 Trenton	161	67	120	108	104	.....	560
114 Uxbridge	89	27	80	103	55	.....	354
115 Vankleek Hill	40	11	24	30	52	.....	157
116 Walkerton	77	39	61	78	102	.....	357
117 Walkerville	94	83	62	79	88	.....	333
118 Wallaceburg	257	72	86	110	60	80	377
119 Waterloo	96	57	148	111	108	.....	520
120 Webbwood	73	21	23	29	37	10	120
121 Welland	174	53	128	71	115	.....	541
122 Whitby	94	36	68	84	105	.....	387
123 Wiarton	132	126	121	129	88	.....	596
124 Wingham	79	56	119	96	98	.....	448
Totals	17,452	8,732	12,414	12,354	11,586	1,675	60,238
Totals.							
1 Rural Schools	56,345	28,599	41,802	45,845	45,035	8,669	194,944
2 Cities	18,923	10,833	15,057	18,594	17,151	2,177	76,975
3 Towns	17,452	8,732	12,414	12,354	11,586	1,675	60,238
4 Villages	6,157	3,341	4,659	4,663	4,917	2,690	24,584
5 Grand Totals, 1908	98,877	51,505	73,932	81,456	78,689	15,211	356,741
6 Grand Totals, 1907	96,853	52,140	74,680	79,994	78,284	14,765	357,891
7 Increases	2,024	.....	.....	1,462	405	446	.....
8 Decreases	.....	635	748	.....	.....	.....	1,150
9 Percentages	24.74	12.88	18.50	20.38	19.69	3.80	89.25

SCHOOLS.—Continued.

various Branches of Instruction.—Continued.

	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.	Physiology and Hygiene.
89	230	230	230	230	139	111	139	230
90	346	148	285	285	129	227	227	285
91	479	479	479	359	199	91	199	199
92	80	.....	120	177	36	12	24	27
93	287	427	427	427	187	199	216	216
94	370	370	370	370	169	169	169	370
95	50	74	42	42	38	38	42	74
96	305	174	305	394	241	106	241	154
97	94	.....	94	120	94	49	60	94
98	1,063	1,533	855	1,533	610	610	610	1,533
99	952	1,278	971	971	662	236	647	1,203
100	311	.....	311	203	203	61	109	109
101	577	577	577	577	133	577	577	577
102	576	1,079	1,079	1,079	383	144	576	576
103	280	348	211	280	211	142	211	110
104	297	297	297	297	167	111	167	211
105	476	476	476	444	190	83	154	242
106	404	498	498	404	217	217	404	498
107	158	236	277	277	158	158	158	158
108	318	318	318	318	318	187	132	318
109	352	457	487	487	353	290	290	260
110	159	103	159	159	103	103	103	117
111	308	93	284	284	248	94	207	248
112	319	460	380	460	214	460	262	214
113	332	560	560	560	212	212	332	332
114	238	354	354	354	158	55	158	354
115	157	75	157	157	52	52	157	82
116	241	357	357	357	180	102	180	180
117	229	406	333	333	167	88	167	250
118	336	.....	336	336	250	336	336	60
119	480	520	454	480	245	153	245	287
120	120	94	120	120	76	10	76	76
121	314	541	541	541	186	115	186	172
122	387	387	387	387	189	105	173	387
123	338	596	464	464	338	132	217	596
124	302	252	368	368	195	98	195	98
	50,292	50,809	54,816	57,937	29,635	24,241	32,793	42,498
1	156,251	100,508	165,423	167,256	109,039	74,589	98,374	106,855
2	70,992	73,957	71,061	72,959	44,462	21,512	35,869	62,533
3	50,292	50,809	54,816	57,937	29,635	24,241	32,793	42,498
4	20,967	15,896	22,835	23,211	14,643	11,127	14,362	15,282
5	298,502	241,170	314,135	321,363	197,779	131,469	181,398	227,168
6	301,199	240,655	318,081	322,419	199,560	127,884	175,295	225,772
7	.....	515	.....	.....	.....	3,585	6,103	1,396
8	2,697	.....	3,946	1,056	1,781	.....	.....	.....
9	74.68	60.34	78.59	80.40	49.48	32.89	45.38	56.83

THE PUBLIC

II.—Table B.—Numbers of Pupils in the

Towns—Continued.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.
89 Powassan	230	230	26	104	33
90 Prescott	411	411	.....	.....	.....
91 Preston	479	479	.....	.....	.....
92 Rainy River	.....	177	9	9	9
93 Renfrew	427	257	.....	.....	.....
94 Ridgetown	370	370	.....	.....	.....
95 Rockland	74	74	.....	.....	.....
96 St. Mary's	436	103	.....	.....	.....
97 Sandwich	94	87	.....	1	1
98 Sarnia	1,533	1,533	.....	.....	.....
99 Sault Ste. Marie	1,278	1,190	.....	.....	.....
100 Seaforth	203	311	.....	.....	.....
101 Simcoe	577	577	.....	.....	.....
102 Smith's Falls	1,079	1,079	.....	.....	.....
103 Southampton	211	.....	28	32	32
104 Stayner	297	297	75	297	86
105 Steelton	476	.....	.....	115	.....
106 Strathroy	498	498	.....	.....	.....
107 Sturgeon Falls	277	236	3	3	3
108 Sudbury	318	.....	.....	318	.....
109 Thessalon	487	.....	25	30	30
110 Thornbury	117	159	22	159	27
111 Thorold	365	.....	.....	.....	.....
112 Tillsonburg	460	460	.....	.....	.....
113 Trenton	560	560	.....	.....	.....
114 Uxbridge	354	354	.....	.....	.....
115 Vankleek Hill	157	157	.....	.....	.....
116 Walkerton	357	357	.....	.....	.....
117 Walkerville	250	250	.....	167	.....
118 Wallaceburg	336	.....	59	80	80
119 Waterloo	520	520	.....	.....	.....
120 Webbwood	76	.....	10	47	10
121 Welland	421	.....	.....	.....	.....
122 Whitby	387	387	.....	.....	.....
123 Wiarton	596	.....	.....	.....	.....
124 Wingham	368	.....	.....	.....	.....
Totals	56,781	40,804	1,229	4,525	1,577
Totals.					
1 Rural Schools	169,377	100,913	8,543	13,895	7,789
2 Cities	61,816	71,733	3,055	20,498	717
3 Towns	56,781	40,804	1,229	4,525	1,577
4 Villages	22,205	13,680	2,376	3,682	2,750
5 Grand Totals, 1908	310,179	227,130	15,203	42,600	12,833
6 Grand Totals, 1907	316,117	229,954	14,434	45,808	12,507
7 Increases	.....	.....	769	.....	326
8 Decreases	5,938	2,824	.....	3,208	.....
9 Percentages	77.60	56.82	3.80	10.65	3.21

SCHOOLS.—Continued.

various Branches of Instruction.—Concluded.

	Geometry.	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.
89	33	.....	.....	.....	33	26	.....	.....	.....
90	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	.....	.....	.....	.....	.....	.....	.....	.....	.....
92	9	9	9	.....	9	9	.....	.....	.....
93	.....	.....	.....	.....	.....	.....	.....	.....	75
94	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	1	.....	.....	.....	.....	.....	.....	.....	.....
98	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	.....	.....	.....	.....	.....	.....	.....	.....	.....
100	.....	.....	.....	.....	.....	.....	.....	.....	.....
101	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	.....	.....	.....	.....	.....	.....	.....	.....	.....
103	32	32	20	.....	32	20	.....	.....	.....
104	86	59	50	.....	86	75	.....	.....	.....
105	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	.....	.....	.....	.....	.....	.....	.....	.....	.....
107	3	.....	.....	.....	.....	.....	.....	.....	40
108	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	30	30	27	.....	25	25	.....	.....	.....
110	27	27	.....	.....	26	22	.....	.....	.....
111	.....	.....	.....	.....	.....	.....	.....	.....	.....
112	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	.....	.....	.....	.....	.....	.....	.....	.....	.....
114	.....	.....	.....	.....	.....	.....	.....	.....	.....
115	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	.....	.....	.....	.....	.....	.....	.....	.....	.....
117	.....	.....	.....	.....	.....	.....	.....	.....	.....
118	80	54	23	.....	49	.....	.....	.....	.....
119	.....	.....	.....	520	.....	.....	.....	.....	.....
120	10	.....	.....	.....	10	10	.....	.....	.....
121	.....	.....	.....	.....	.....	.....	.....	.....	.....
122	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	.....	.....	.....	.....	.....	.....	.....	.....	.....
124	.....	.....	.....	.....	.....	.....	.....	.....	.....
	1,526	1,192	769	1,612	1,307	752	110	1,043	1,039
1	7,026	3,024	5,675	199	5,197	3,525	8,962	1,521	130
2	1,034	51	51	.....	405	2,430	.....	36,334	13,338
3	1,526	1,192	769	1,612	1,307	752	110	1,043	1,039
4	2,557	1,947	1,472	65	2,360	1,165	343	96	.....
5	12,143	6,214	7,967	1,876	9,269	7,872	9,415	38,994	14,507
6	11,544	5,304	7,182	1,319	8,433	6,751	11,208	32,455	12,513
7	599	910	785	557	836	1,121	.....	6,539	1,994
8	.....	.....	.....	.....	.....	.....	1,793	.....	.....
9	3.03	1.55	1.99	.46	2.31	1.96	2.35	9.75	3.62

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III.—Table C.—Teachers, Salaries,

Rural Schools.	Teachers.			Salaries.		
	Number of Teachers.	Male.	Female.	Highest salary paid.	Average salary of male teachers.	Average salary of female teachers.
				$	$	$
1 Brant	71	14	57	700	504	429
2 Bruce	177	45	132	800	451	400
3 Carleton	140	26	114	750	449	399
4 Dufferin	94	14	80	500	435	397
5 Dundas	84	19	65	1,000	490	402
6 Durham	108	26	82	600	444	383
7 Elgin	114	24	90	800	490	414
8 Essex	121	30	91	675	485	420
9 Frontenac	146	17	129	600	370	297
10 Glengarry	78	7	71	500	415	369
11 Grey	236	60	176	600	438	398
12 Haldimand	80	16	64	750	466	399
13 Haliburton	60	11	49	575	347	284
14 Halton	58	10	48	575	460	424
15 Hastings	185	42	143	700	424	385
16 Huron	197	57	140	650	472	397
17 Kent	139	26	113	750	509	422
18 Lambton	173	32	141	650	428	406
19 Lanark	128	11	117	400	367	337
20 Leeds and Grenville	237	35	202	725	390	345
21 Lennox and Addington	119	16	103	500	349	331
22 Lincoln	69	15	54	625	505	393
23 Middlesex	196	50	146	600	473	419
24 Norfolk	103	26	77	750	448	386
25 Northumberland	106	35	71	600	453	388
26 Ontario	126	33	93	700	473	410
27 Oxford	131	48	83	800	529	424
28 Peel	81	23	58	600	463	405
29 Perth	120	38	82	650	486	427
30 Peterborough	104	19	85	800	434	362
31 Prescott and Russell	105	12	93	575	393	346
32 Prince Edward	76	12	64	700	433	369
33 Renfrew	160	14	146	600	424	321
34 Simcoe	235	74	161	900	471	391
35 Stormont	83	13	70	600	436	351
36 Victoria	112	27	85	600	451	382
37 Waterloo	101	33	68	625	507	404
38 Welland	90	16	74	900	499	382
39 Wellington	153	42	111	825	492	424
40 Wentworth	95	17	78	700	528	417
41 York	220	53	167	1,300	567	429
42 Algoma and Manitoulin	151	25	126	650	473	373
43 Muskoka	105	3	102	500	383	313
44 Nipissing	101	21	80	500	400	336
45 Parry Sound	124	16	108	600	422	330
46 Rainy River and Thunder Bay	67	28	39	750	459	429
1 Totals, Rural Schools	5,759	1,231	4,528	1,300	462	382
2 " Cities	1,570	225	1,345	2,000	1,305	623
3 " Towns	1,162	176	986	1,400	837	423
4 " Villages	529	135	394	1,100	684	383
5 Grand Totals, 1908	9,020	1,767	7,253	2,000	624	432
6 " 1907	8,859	1,688	7,171	1,900	596	420
7 Increases	161	79	82	100	28	12
8 Decreases						
9 Percentages		19.58	80.41			

SCHOOLS.—Continued.

Certificates, Experience, etc.

	Number of university graduates.	Number of teachers who have attended Normal School or Normal College.	Certificates.					
			Provincial First Class or Interim from Normal College.	Provincial Second Class or Interim from one of the Normal Schools.	Old County Board Certificates.	Third Class and renewals of Third Class.	District.	Temporary.
1	.....	42	11	31	.....	29	.....	.....
2	.....	44	5	39	.....	114	14	5
3	1	63	17	44	1	58	3	17
4	.....	19	3	17	.....	70	.....	4
5	.....	31	3	25	.....	55	.....	1
6	.....	28	2	26	1	75	.....	4
7	.....	53	10	45	.....	59	.....	.....
8	1	35	7	27	1	67	9	10
9	.....	15	.....	15	.....	64	17	50
10	1	16	.....	16	1	49	8	4
11	1	60	6	54	1	171	2	2
12	1	28	3	25	.....	52	.....	.....
13	.....	3	.....	3	.....	8	27	22
14	.....	24	2	22	.....	34	.....	.....
15	.....	46	3	43	1	99	21	18
16	.....	72	4	69	.....	119	5	.....
17	.....	49	5	43	.....	88	.....	3
18	.....	63	8	55	.....	108	.....	2
19	.....	21	3	18	1	92	.....	14
20	.....	44	3	41	.....	175	7	11
21	.....	11	.....	13	.....	79	11	16
22	.....	28	2	26	.....	41	.....	.....
23	.....	93	4	90	.....	100	1	1
24	.....	36	4	31	1	62	1	4
25	.....	36	4	32	1	66	.....	3
26	1	41	7	34	.....	78	5	2
27	1	67	9	58	1	63	.....	.....
28	.....	38	1	37	.....	43	.....	.....
29	.....	50	2	48	.....	70	.....	.....
30	1	27	2	24	1	41	20	16
31	1	15	4	12	.....	30	52	7
32	1	18	2	16	.....	53	1	4
33	.....	9	.....	9	.....	59	59	33
34	.....	56	9	47	1	164	5	9
35	.....	13	2	11	.....	49	17	4
36	.....	25	1	24	.....	73	2	12
37	.....	37	9	31	.....	59	1	1
38	2	28	4	23	2	58	3	.....
39	.....	68	9	59	.....	83	.....	2
40	.....	54	8	46	.....	40	.....	1
41	1	140	21	118	3	78	.....	.....
42	.....	11	3	8	1	28	68	43
43	.....	1	.....	1	1	22	64	17
44	.....	6	.....	7	2	14	15	63
45	.....	5	2	4	.....	31	58	29
46	.....	20	....	15	.....	19	9	24
1	13	1,689	204	1,482	21	3,089	505	458
2	41	1,521	319	1,206	9	34	.....	2
3	19	962	158	807	15	146	21	15
4	13	383	79	307	5	121	14	3
5	86	4,555	760	3,802	50	3,390	540	478
6	81	4,420	711	3,719	48	3,347	503	531
7	5	135	49	83	2	43	37	.....
8	.....	.....	.....	....	.....	.....	.....	53
9	.95	50.49	8.42	42.15	.55	37.58	5.98	5.29

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III.—Table C.—Teachers, Salaries,

Rural Schools.—Continued.	Experience.				
	Average experience in years of male teachers.	Average experience in years of female teachers.	Average experience in years of all teachers.	No. of teachers who at end of year have taught less than one year.	1 year but less than 2 years.
1 Brant	5.75	5.71	5.72	4	14
2 Bruce	3.28	3.69	3.58	24	39
3 Carleton	3.42	3.82	3.75	25	25
4 Dufferin	3.85	3.01	3.22	2	34
5 Dundas	7.63	4.60	5.29	5	15
6 Durham	6.73	3.53	4.30	2	22
7 Elgin	6.68	3.81	4.42	7	20
8 Essex	10.18	4.18	5.67	10	28
9 Frontenac	6.88	4.08	4.41	7	39
10 Glengary	5.42	5.91	5.87	2	14
11 Grey	5.58	3.18	3.79	23	61
12 Haldimand	6.90	3.92	4.51	1	20
13 Haliburton	5.52	3.51	3.88	9	17
14 Halton	8.85	4.92	5.60	4	9
15 Hastings	8.08	3.85	4.81	15	50
16 Huron	9.23	4.31	5.73	11	34
17 Kent	7.14	4.15	4.71	13	34
18 Lambton	2.87	3.79	3.63	15	54
19 Lanark	3.68	4.71	4.62	4	31
20 Leeds and Grenville	4.92	4.37	4.46	18	45
21 Lennox and Addington	3.53	4.02	3.95	14	32
22 Lincoln	6.91	4.40	4.94	6	11
23 Middlesex	8.55	4.09	5.23	22	38
24 Norfolk	8.67	4.78	5.76	9	22
25 Northumberland	5.42	4.88	5.06	12	26
26 Ontario	8.32	4.55	5.54	10	22
27 Oxford	10.70	4.79	6.96	9	22
28 Peel	7.56	4.79	5.58	2	15
29 Perth	7.61	4.20	5.28	7	35
30 Peterborough	5.30	3.42	3.76	11	27
31 Prescott and Russell	6.62	4.64	4.86	11	20
32 Prince Edward	7.04	4.34	4.77	7	13
33 Renfrew	4.23	3.65	3.70	12	36
34 Simcoe	7.11	3.46	4.61	25	48
35 Stormont	4.88	4.12	4.24	10	20
36 Victoria	7.40	4.69	5.34	11	19
37 Waterloo	11.15	2.92	5.61	10	26
38 Welland	10.31	4.37	5.43	8	11
39 Wellington	6.84	2.02	2.02	12	29
40 Wentworth	12.73	4.84	6.25	9	15
41 York	10.29	5.42	6.60	20	37
42 Algoma and Manitoulin	5.85	3.21	3.65	25	37
43 Muskoka	1.16	4.00	3.92	13	26
44 Nipissing	6.91	3.67	4.34	20	18
45 Parry Sound	2.79	3.81	3.68	20	29
46 Rainy River and Thunder Bay	6.62	6.32	6.44	13	9
1 Totals, Rural Schools	7.10	4.16	4.79	529	1248
2 " Cities	18.82	13.99	14.68	12	25
3 " Towns	17.93	9.91	11.13	32	54
4 " Villages	13.01	7.75	9.09	23	41
5 Grand Totals, 1908	10.12	6.96	7.58	596	1,368
6 " 1907	10.49	6.93	7.61	611	1,417
7 Increases	.....	.03	.....	.....	.....
8 Decreases	.37	.....	.03	15	49
9 Percentages	.....	.....	.....	6.6	15.1

SCHOOLS.—Continued.

Certificates, Experience, etc.—Continued.

		Experience.											
	2 years.	3 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.
1	8	13	8	2	3	1	3	1	1	2	.....	1	.....
2	40	25	14	8	3	4	5	1	2	4	2	2	1
3	27	14	11	7	4	7	3	7	2	2	2	1	.....
4	21	12	6	9	2	1	.....	.....	2	.....	1	1	1
5	20	11	6	4	3	2	3	2	.....	4	1	3	.....
6	34	15	12	3	2	2	3	.....	1	1	4	1	.....
7	30	15	9	7	7	3	3	3	1	1	.....	3	.....
8	23	14	10	5	5	6	2	1	1	2	2	.....	.....
9	21	18	9	18	7	4	.....	1	5	4	4	.....	3
10	12	15	5	4	3	5	2	3	2	2	.....	1	1
11	62	27	14	11	4	3	7	5	2	4	2	.....	3
12	18	15	5	2	2	1	5	1	2	2	.....	1	.....
13	11	5	5	2	2	1	.....	4	1	.....	.....	.....	2
14	9	13	6	3	.....	1	1	2	.....	2	.....	.....	1
15	29	21	15	10	6	1	3	3	6	2	4	4	2
16	38	27	13	12	13	2	5	8	3	4	4	3	3
17	24	14	8	7	14	3	3	4	3	1	1	.....	3
18	35	23	9	9	5	5	2	3	1	1	3	1	.....
19	23	24	4	8	6	3	3	2	6	1	2	2	2
20	47	39	21	16	6	6	7	1	5	5	4	3	.....
21	18	9	10	7	12	3	3	1	1	1	3	1	.....
22	10	13	4	7	3	4	2	.....	1	.....	1	1	.....
23	40	23	12	6	9	5	6	3	6	.....	3	3	3
24	13	16	6	5	3	2	4	4	1	1	3	2	1
25	21	12	4	3	.....	1	3	7	2	1	2	2	1
26	24	11	8	9	11	2	2	3	5	3	1	3	2
27	15	23	5	9	8	2	5	6	1	.....	2	3	1
28	22	8	4	4	3	3	5	.....	3	2	3	2	.....
29	19	12	4	4	9	2	2	5	1	3	3	.....	1
30	17	12	3	10	2	7	3	3	4	1	1	.....	.....
31	16	9	13	7	9	1	5	1	2	2	1	2	1
32	13	6	6	8	3	4	4	.....	5	1	2	.....	.....
33	30	25	12	17	5	4	.....	3	4	5	3	1	2
34	44	25	22	19	12	5	2	3	4	4	4	1	2
35	17	9	5	4	4	1	2	1	3	1	.....	1	1
36	28	9	6	10	3	5	2	.....	2	3	1	1	1
37	14	14	10	3	1	3	2	.....	3	1	1	.....	1
38	19	16	10	5	1	4	2	1	3	.....	.....	1	1
39	34	20	8	6	7	5	2	5	3	2	2	4	1
40	14	5	8	8	3	6	4	4	4	.....	3	1	1
41	31	25	20	11	8	4	3	11	3	4	10	2	3
42	17	23	11	8	9	6	3	2	.....	1	1	.....	1
43	14	13	10	4	6	5	2	2	4	1	2	1	.....
44	12	14	10	7	2	4	2	2	2	1	.....	2	.....
45	29	6	7	5	7	5	3	2	2	1	1	3	3
46	11	5	2	2	.....	1	1	4	4	.....	2	3	4
1	1,074	723	410	335	237	155	134	125	119	83	91	67	53
2	36	46	76	74	77	81	84	61	59	64	63	35	41
3	76	70	74	76	71	75	66	33	66	57	44	34	22
4	51	43	39	36	41	22	27	12	24	18	15	14	9
5	1,237	882	599	521	426	333	311	231	268	222	213	150	125
6	1,101	903	615	473	417	361	308	243	270	207	173	142	134
7	136	.....	.....	48	9	.....	3	.....	.....	15	40	8	.....
8	.....	21	16	.....	.....	28	.....	12	2	.....	.....	.....	9
9	13.7	9.7	6.6	5.7	4.7	3.6	3.4	2.5	2.9	2.4	2.3	1.6	1.3

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III.—Table C.—Teachers, Salaries,

Rural Schools.—Con.	Experience.—Con.												
	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	22 years.	23 years.	24 years.	25 years.	26 years.	27 years.
1 Brant	1	3	2	....	1	2	1	....	....	....	....	....	....
2 Bruce	....	....	1	1	....	....	....	....	1	....	....	....	....
3 Carleton	....	....	1	1	....	....	....	....	....	....	1	....	....
4 Dufferin	....	....	1	....	....	1	....	....	....	....	....	....	....
5 Dundas	1	1	....	....	....	....	....	....	1	....	....	1	....
6 Durham	....	....	....	1	....	2	....	1	....	....	2	....	....
7 Elgin	....	1	....	....	1	1	....	....	....	....	....	....	....
8 Essex	....	....	....	1	....	3	....	....	....	....	2	2	....
9 Frontenac	2	....	....	1	2	....	....	1	....	....	....	....	....
10 Glengarry	1	....	....	....	....	2	....	1	....	....	....	1	1
11 Grey	....	1	....	....	....	1	....	1	....	....	1	2	....
12 Haldimand	....	....	1	1	1	....	....	....	....	1	1	....	....
13 Haliburton	....	....	....	....	....	....	....	....	....	....	....	....	1
14 Halton	....	2	1	....	1	....	1	....	1	....	....	....	....
15 Hastings	1	2	2	....	....	2	2	1	1	1	....	2	....
16 Huron	....	3	2	4	....	1	....	....	1	2	....	....	....
17 Kent	1	1	....	....	1	....	....	....	....	....	1	1	....
18 Lambton	1	1	1	1	....	....	....	....	....	1	1	....	....
19 Lanark	3	1	....	1	....	1	....	....	....	....	....	....	....
20 Leeds and Grenville	3	2	1	1	....	4	1	....	....	....	1	....	....
21 Lennox and Addington	1	....	....	....	....	2	....	....	....	....	....	....	....
22 Lincoln	2	2	1	....	....	....	....	....	....	....	....	....	....
23 Middlesex	4	2	....	....	1	1	2	1	....	1	1	1	1
24 Norfolk	....	3	1	....	....	1	1	1	3	....	....	1	....
25 Northumberland	1	1	1	1	1	....	1	....	....	....	....	....	....
26 Ontario	1	1	2	....	1	1	....	....	....	....	....	1	1
27 Oxford	1	2	1	2	....	3	2	2	....	1	....	2	1
28 Peel	....	1	....	....	....	....	....	....	....	1	1	....	....
29 Perth	1	1	....	1	2	1	1	1	....	3	1	....	1
30 Peterborough	1	....	....	1	....	....	....	1	....	....	....	....	....
31 Prescott and Russell	1	....	....	1	....	....	1	....	....	....	....	....	....
32 Prince Edward	....	....	1	2	....	....	....	....	....	....	....	....	1
33 Renfrew	....	....	....	1	....	....	....	....	....	....	....	....	....
34 Simcoe	....	2	....	1	....	2	2	2	1	1	2	....	....
35 Stormont	1	....	....	1	....	....	....	....	....	....	....	....	....
36 Victoria	1	....	....	....	2	1	....	....	1	1	....	1	....
37 Waterloo	1	1	....	2	1	....	1	....	....	2	....	....	....
38 Welland	2	....	....	1	....	....	....	1	....	....	....	1	....
39 Wellington	3	1	1	1	....	2	....	....	1	....	1	....	1
40 Wentworth	1	1	1	....	1	2	1	....	....	....	....	....	....
41 York	4	6	1	2	1	5	....	....	1	1	3	....	....
42 Algoma and Manitoulin	....	1	....	....	1	2	....	....	....	1	2	....	....
43 Muskoka	....	....	1	....	....	....	....	....	....	....	....	....	....
44 Nipissing, etc	2	....	....	....	....	2	....	....	....	....	....	....	....
45 Parry Sound	....	....	....	....	....	....	....	1	....	....	....	....	....
46 Rainy River & Thunder Bay	1	....	1	2	....	....	....	....	1	....	....	....	....
1 Totals Rural Schools	43	43	25	32	18	45	17	15	13	17	21	16	8
2 " Cities	65	51	46	50	31	50	52	47	51	35	24	33	32
3 " Towns	30	17	22	21	27	23	15	14	15	9	17	6	11
4 " Villages	14	9	8	11	6	8	8	7	3	3	3	7	5
5 Grand Totals, 1908	152	120	101	114	82	126	92	83	82	64	65	62	56
6 " " 1907	144	127	109	103	102	109	91	88	65	50	69	43	52
7 Increases	8	....	....	11	....	17	1	....	17	14	....	19	4
8 Decreases	....	7	8	....	20	....	....	5	....	....	4	....	....
9 Percentages	1.6	1.3	1.1	1.2	.9	1.3	1.	.9	.9	.7	.7	.6	.6

SCHOOLS.—Continued.

Certificates, Experience, etc.—Concluded.

Experience.—Con.

	28 years.	29 years.	30 years.	31 years.	32 years.	33 years.	34 years.	35 years.	36 years.	37 years.	38 years.	39 years.	40 years or over.
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
8	.....	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	2
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
17	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....	.....
18	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
20	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
26	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	1
27	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1
28	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1
29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	.....	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	1
35	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	1	.....
38	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	1
39	.....	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
40	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
41	.....	2	.....	.....	.....	1	.....	.....	.....	1	.....	.....	.....
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
44	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
46	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
1	5	10	10	8	1	5	2	5	2	2	.....	1	12
2	20	22	19	14	12	7	9	7	14	7	9	9	20
3	10	5	15	6	9	6	7	2	4	6	5	2	8
4	2	4	4	1	1	2	.....	1	.....	1	.....	2	4
5	37	41	48	29	23	20	18	15	20	16	14	14	44
6	41	31	52	25	.27	14	20	22	16	21	12	12	39
7	.....	10	.....	4	.....	6	.....	.....	4	.....	2	2	5
8	4	.....	4	.....	4	.....	2	7	.....	5	.....	.....	.....
9	.4	.4	.5	.3	.2	.2	.2	.1	.2	.1	.1	.1	.4

THE PUBLIC

IV.—Table D.—School

Rural Schools.	School Houses.					School Visits.				
	Number of Schools.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.
1 Brant	61	47	2	12	.....	145	80	35	629	889
2 Bruce	170	90	16	61	3	354	135	58	296	843
3 Carleton	119	31	16	70	2	148	78	39	201	466
4 Dufferin	92	62	4	26	.....	190	120	26	171	507
5 Dundas	75	6	8	61	.....	179	58	27	201	465
6 Durham	102	72	1	29	.....	230	196	60	274	760
7 Elgin	102	74	.....	28	.....	231	111	36	206	584
8 Essex	108	33	3	72	.....	233	92	35	107	467
9 Frontenac	141	10	22	102	7	163	256	105	628	1,152
10 Glengarry	73	4	.....	64	5	146	62	18	74	300
11 Grey	221	114	48	58	1	406	175	86	267	934
12 Haldimand	75	64	2	9	.....	160	63	40	176	439
13 Haliburton	59	2	3	39	15	98	35	55	193	381
14 Halton	56	28	13	15	.....	118	88	19	320	545
15 Hastings	174	50	16	103	5	354	320	140	2,335	3,149
16 Huron	183	106	8	69	.....	351	183	46	526	1,106
17 Kent	132	77	.....	55	.....	279	86	61	293	719
18 Lambton	167	76	1	90	.....	335	122	58	163	678
19 Lanark	120	16	12	91	1	258	264	90	851	1,463
20 Leeds & Grenville	225	60	78	81	6	478	116	72	300	966
21 Lennox and Addington	111	23	7	78	3	224	141	50	432	847
22 Lincoln	64	25	11	28	.....	129	111	28	420	688
23 Middlesex	180	130	.....	50	.....	371	127	51	297	846
24 Norfolk	98	61	6	31	.....	227	74	15	169	485
25 Northumberland	101	68	9	24	.....	201	100	42	296	639
26 Ontario	115	68	1	46	.....	253	160	65	358	836
27 Oxford	107	86	4	17	.....	220	147	42	198	607
28 Peel	75	54	6	15	.....	171	62	42	137	412
29 Perth	112	84	5	23	.....	259	131	36	333	759
30 Peterborough	100	49	2	37	12	212	101	113	263	689
31 Prescott and Russell	92	8	.....	78	6	206	79	68	143	496
32 Prince Edward	75	36	13	26	.....	147	92	23	472	734
33 Renfrew	150	38	2	68	42	130	178	84	176	568
34 Simcoe	205	127	2	75	1	463	319	200	1,208	2,190
35 Stormont	75	1	.....	73	1	150	70	31	172	423
36 Victoria	104	68	4	32	.....	221	75	79	235	610
37 Waterloo	81	59	15	7	.....	171	227	24	837	1,259
38 Welland	80	46	7	27	.....	182	132	17	396	727
39 Wellington	141	90	38	13	.....	306	169	65	388	928
40 Wentworth	73	51	13	9	.....	203	117	38	390	748
41 York	155	117	1	37	.....	394	179	98	436	1,107

SCHOOLS.—Continued.

Houses, Prayers, etc.

	Maps and Globes.		Examinations. Prizes.		Lectures.			Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened or closed with Prayer.	Number of Schools using the Bible.	Number of Schools imparting Religious Instruction.
	Number of Maps.	Number of Globes.	Number of Schools holding Public Examinations.	Number of Schools distributing Prizes or Merit Cards.	By Inspector.	By other persons.	Total.					
1	732	71	19	11	.....	.....	.....	111	33	61	42	.....
2	1,865	180	33	21	.....	3	3	157	64	170	127	43
3	1,041	110	32	22	.....	.....	.....	60	45	110	61	49
4	879	91	34	8	2	.....	2	199	36	85	76	52
5	751	96	43	24	.....	.....	.....	93	40	72	39	1
6	847	100	40	14	16	.....	16	7	70	102	27	.....
7	1,131	107	24	12	.....	1	1	54	70	98	55	60
8	1,095	108	50	13	.....	.....	.....	71	61	106	32	16
9	866	112	115	41	16	3	19	75	76	136	79	70
10	648	70	43	11	.....	.....	.....	91	18	55	4	7
11	2,505	234	68	19	32	33	65	358	136	219	155	57
12	940	86	41	7	15	.....	15	.....	60	75	23	.....
13	515	54	1	.....	2	.....	2	10	8	54	56	.....
14	565	58	16	.....	4	.....	4	11	38	56	28	.....
15	1,962	189	104	30	.....	15	15	289	70	168	128	44
16	2,081	189	37	11	.....	2	2	208	107	183	144	41
17	1,519	138	132	8	11	2	13	.....	85	130	66	34
18	1,763	161	10	6	.....	.....	.....	155	85	167	78	.....
19	1,061	129	81	18	112	26	138	168	120	120	.....	.....
20	1,888	215	79	18	1	1	2	64	167	216	74	25
21	1,110	127	37	33	2	8	10	151	19	104	44	.....
22	684	72	12	9	.....	.....	.....	61	49	64	17	1
23	2,142	217	80	24	2	3	5	351	108	175	106	91
24	978	99	70	17	.....	.....	.....	328	66	96	56	53
25	1,102	110	48	16	.....	.....	.....	37	58	99	55	38
26	1,267	115	44	24	5	2	7	159	89	108	40	55
27	1,343	124	21	5	.....	.....	.....	29	70	95	28	.....
28	1,081	79	25	2	1	1	2	54	52	74	39	8
29	1,419	131	115	6	60	4	64	87	55	106	79	50
30	705	100	20	6	.....	.....	.....	30	49	97	44	58
31	992	97	23	30	3	1	4	93	11	84	18	43
32	857	78	18	18	.....	12	12	45	54	74	28	.....
33	1,177	144	30	40	.....	6	6	306	59	126	32	57
34	2,216	227	101	12	143	41	184	756	109	200	131	56
35	658	78	49	19	.....	.....	.....	65	31	68	36	37
36	1,022	108	18	14	.....	5	5	94	40	98	62	45
37	1,027	90	58	10	.....	.....	.....	131	72	81	14	.....
38	673	81	20	14	.....	5	5	10	36	79	39	5
39	1,740	150	23	15	.....	2	2	291	95	139	61	45
40	755	379	28	13	6	6	12	265	57	70	25	6
41	1,648	159	10	4	23	.....	23	22	103	154	69	.....

THE PUBLIC

IV.—Table D.—School

Rural Schools.—Concluded.	School Houses.					School Visits.				
	Number of Schools.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.
42 Algoma and Manitoulin	147	5	3	110	29	270	189	163	305	927
43 Muskoka	103	18	2	70	13	205	134	72	281	692
44 Nipissing, etc.	99	4	.....	63	32	176	152	128	60	516
45 Parry Sound	119	7	2	81	29	208	112	79	223	622
46 Rainy River and Thunder Bay	64	4	.....	34	26	119	84	36	119	358
Totals.										
1 Rural Schools	5,281	2,349	406	2,287	239	10,674	6,102	2,795	16,955	36,526
2 Cities	198	176	17	5	.....	4,611	2,254	404	15,056	22,325
3 Towns	237	165	28	44	.....	1,785	2,140	516	4,293	8,734
4 Villages	153	122	12	19	.....	799	541	256	1,032	2,628
5 Grand Totals, 1908.	5,869	2,812	463	2,355	239	17,869	11,037	3,971	37,336	70,213
6 Grand Totals, 1907.	5,819	2,778	484	2,327	230	16,882	10,958	3,647	32,514	64,001
7 Increases	50	34	.....	28	9	987	79	324	4,822	6,212
8 Decreases	.....	.....	21	.....	.....	.....	.....	.....	.....	.....
9 Percentages	.....	47.91	7.88	40.12	4.07	25.44	15.71	5.65	53.17	.....

SCHOOLS.—Continued.

Houses, Prayers, etc.—Concluded.

	Maps and Globes.		Examinations. Prizes.		Lectures.							
	Number of Maps.	Number of Globes.	Number of Schools holding Public Examinations.	Number of Schools distributing Prizes or Merit Cards.	By Inspector.	By other persons.	Total.	Number of Trees planted on Arbor Day.	Number of Schools using authorized Scripture Readings.	Number of Schools opened or closed with Prayer.	Number of Schools using the Bible.	Number of Schools imparting Religious Instruction.
42	1,062	118	58	21	1	9	10	179	77	146	105	76
43	927	103	19	17	.....	1	1	196	42	103	68	50
44	489	65	51	31	8	2	10	89	22	87	42	39
45	900	113	34	17	1	.....	1	181	46	118	98	67
46	359	51	16	12	1	6	7	39	5	63	48	.....
1	52,987	5,713	2,030	733	467	200	667	6,230	2,863	5,091	2,678	1,379
2	7,021	308	17	106	46	64	110	*80	52	196	181	5
3	3,174	330	44	25	65	107	172	599	111	225	155	30
4	1,986	205	35	14	44	44	88	176	98	157	76	15
5	65,168	6,556	2,126	878	622	415	1,037	7,085	3,124	5,669	3,090	1,429
6	63,087	6,264	1,861	906	714	294	1,008	6,125	3,190	5,574	2,808	1,355
7	2,081	292	265	.....	.....	121	29	960	.....	95	282	74
8	.....	.....	.....	28	92	.....	.....	.....	66	.....	.....	.....
9	†11.10	†1.11	36.22	14.96	59.98	40.01	.....	.....	53.22	96.59	52.64	24.34

* In addition there were set out 16,710 flowers and plants and 10,000 bulbs in the City of Toronto.

† To each school.

THE PUBLIC

V.—Table E.—

Rural Schools.	Receipts. Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Brant	6,167 61	37,228 32	36,469 99	79,865 92
2 Bruce	12,721 85	85,208 25	52,698 87	150,628 97
3 Carleton	10,416 04	65,986 75	28,247 77	104,650 56
4 Dufferin	5,398 00	46,200 85	24,816 06	76,414 91
5 Dundas	5,626 68	39,882 18	13,508 43	59,017 29
6 Durham	6,919 10	50,883 34	29,838 62	87,641 06
7 Elgin	10,083 26	58,647 34	54,483 98	123,214 58
8 Essex	9,409 19	68,894 24	30,421 55	108,724 98
9 Frontenac	11,091 60	45,713 61	25,904 02	82,709 23
10 Glengarry	3,646 96	33,221 62	13,857 34	50,725 92
11 Grey	15,418 13	116,791 93	55,966 32	188,176 38
12 Haldimand	5,080 65	40,660 40	25,602 41	71,343 46
13 Haliburton	9,392 20	12,711 05	7,982 19	30,085 44
14 Halton	4,509 14	27,198 28	19,302 71	51,010 13
15 Hastings	17,153 87	81,652 70	49,420 70	148,227 27
16 Huron	16,034 99	95,461 78	52,967 38	164,464 15
17 Kent	12,150 10	76,847 53	67,245 53	156,243 16
18 Lambton	11,221 08	87,535 32	43,744 13	142,500 53
19 Lanark	7,200 00	46,247 05	21,680 22	75,127 27
20 Leeds and Grenville	10,562 58	93,679 32	45,584 96	149,826 86
21 Lennox and Addington	7,348 82	45,483 89	18,972 26	71,804 97
22 Lincoln	5,202 85	39,061 71	22,400 87	66,665 43
23 Middlesex	16,426 87	103,198 33	70,386 95	190,012 15
24 Norfolk	6,338 96	50,405 51	42,437 65	99,182 12
25 Northumberland	7,026 34	50,211 18	23,482 64	80,720 16
26 Ontario	9,859 81	60,750 74	33,780 40	104,390 95
27 Oxford	11,892 82	79,792 10	66,738 86	158,423 78
28 Peel	6,191 93	41,578 71	22,475 64	70,246 28
29 Perth	10,808 72	63,434 28	38,605 38	112,848 38
30 Peterborough	9,811 79	43,350 03	21,366 81	74,528 63
31 Prescott and Russell	10,462 27	43,728 58	30,877 85	85,068 70
32 Prince Edward	4,207 50	33,676 18	14,848 94	52,732 62
33 Renfrew	9,431 11	54,115 82	31,465 36	95,012 29
34 Simcoe	18,213 98	112,131 97	69,503 72	199,849 67
35 Stormont	4,075 68	34,032 45	9,117 27	47,225 40
36 Victoria	11,141 92	48,320 00	30,198 53	89,660 45
37 Waterloo	8,615 68	58,217 33	65,241 27	132,074 28
38 Welland	5,689 11	44,479 00	26,156 55	76,324 66
39 Wellington	14,951 86	79,192 97	56,339 67	150,484 50
40 Wentworth	9,078 56	51,116 43	49,719 93	109,914 92
41 York	20,853 47	134,779 63	128,004 53	283,637 63
42 Algoma and Manitoulin	28,005 36	51,836 30	36,289 85	116,131 51
43 Muskoka	16,048 61	25,681 13	18,693 39	60,423 13
44 Nipissing, etc	21,000 29	30,675 95	19,810 24	71,486 48
45 Parry Sound	19,909 20	33,650 29	20,737 13	74,296 62
46 Rainy River and Thunder Bay	10,467 10	30,252 94	13,608 66	54,328 70
Totals	493,263 64	2,653,805 31	1,681,003 53	4,828,072 48

SCHOOLS.—Continued.

Financial Statement.

	Expenditure.					
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	31,296 27	8,812 00	1,236 59	10,190 80	51,535 66	28,330 26
2	72,270 08	8,001 95	1,546 38	21,586 96	103,405 37	47,223 60
3	56,774 13	7,011 70	1,217 37	18,427 27	83,430 47	21,220 09
4	37,438 63	5,019 05	828 80	10,603 45	53,889 93	22,524 98
5	35,141 01	2,890 39	852 19	8,032 80	46,916 39	12,100 90
6	42,462 94	7,716 68	1,083 95	11,130 25	62,393 82	25,247 24
7	47,743 09	13,622 45	3,177 49	17,868 01	82,411 04	40,803 54
8	50,753 43	5,797 77	1,779 04	18,659 40	76,989 64	31,735 34
9	42,913 20	4,844 07	747 82	9,593 07	58,098 16	24,611 07
10	28,172 61	3,926 86	379 61	6,220 20	38,699 28	12,026 64
11	97,140 39	13,100 20	1,691 57	26,791 36	138,723 52	49,452 86
12	32,110 00	5,229 87	1,124 13	9,206 48	47,670 48	23,672 98
13	16,308 12	2,586 80	474 50	3,750 19	23,119 61	6,965 83
14	25,313 93	1,133 39	583 12	6,828 59	33,859 03	17,151 10
15	69,632 39	14,094 29	3,345 48	14,892 36	101,964 52	46,262 75
16	82,557 02	14,346 83	1,277 26	29,690 49	127,871 60	36,592 55
17	61,811 84	17,715 65	1,449 49	19,510 79	100 487 77	55,755 39
18	70,521 91	12,930 20	1,147 34	20,926 26	105,525 71	36,974 82
19	42,988 13	3,469 16	409 34	9,126 92	55,993 55	19,133 72
20	81,276 23	8,428 28	2,501 22	18,383 91	110,589 64	39,237 22
21	39,613 61	2,978 01	897 75	9,663 80	53,153 17	18,651 80
22	28,596 37	5,629 10	660 57	9,083 55	43,969 59	22,695 84
23	83,235 63	18,781 10	1,322 11	23,305 44	126,644 28	63,367 87
24	41,167 59	6,221 77	820 43	9,241 89	57,451 68	41,730 44
25	43,230 00	3,225 60	756 05	9,577 78	56,789 43	23,930 73
26	52,988 38	6,920 06	1,627 45	17,082 16	78,618 05	25,772 90
27	60,336 28	18,821 07	1,170 84	17,200 93	97,529 12	60,894 66
28	34,280 52	3,532 03	823 93	12,355 17	51,021 65	19,224 63
29	53,316 92	9,933 23	546 09	16,857 23	80,653 47	32,194 91
30	37,819 96	6,678 85	1,206 57	8,953 70	54,659 08	19,869 55
31	36,373 84	17,798 53	1,012 39	9,753 27	64,938 03	20,130 67
32	28,518 52	2,551 25	418 50	7,030 12	38,518 39	14,214 23
33	52,581 20	8,195 54	434 48	12,618 55	73,829 77	21,182 52
34	96,900 60	11,630 65	2,639 08	26,941 57	138,111 90	61,737 77
35	30,539 71	2,279 74	596 41	6,255 20	39,671 06	7,554 34
36	42,981 52	12,183 86	1,047 89	13,458 90	69,672 17	19,988 28
37	43,152 65	18,607 71	652 25	13,943 77	76,356 38	55,717 90
38	35,488 34	5,377 98	685 49	6,964 08	48,515 89	27,808 77
39	67,710 72	8,734 61	1,267 75	20,576 92	98,290 00	52,194 50
40	40,682 60	14,418 32	2,873 48	12,825 43	70,799 83	39,115 09
41	98,924 27	47,035 64	3,499 86	45,537 75	194,997 52	88,640 11
42	56,568 30	11,452 51	1,293 69	15,904 07	85,218 57	36,912 94
43	31,744 76	5,588 44	1,007 69	9,784 46	48,125 35	12,297 78
44	29,248 32	16,046 34	1,564 32	14,233 98	61,092 96	10,393 52
45	39,351 46	6,920 44	1,721 48	10,912 62	58,906 00	15,390 62
46	25,565 17	8,460 09	1,128 04	9,101 36	44,254 66	10,074 04
	2,255,542 59	440,710 06	58,527 28	660,583 26	3,415,363 19	1,412,709 29

THE PUBLIC

V.—Table E.—

Cities.	Receipts. Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
1 Belleville	1,313 50	15,595 39	4,185 62	21,094 51
2 Brantford	*3,852 25	41,000 00	2,752 75	47,605 00
3 Chatham	1,523 17	21,826 28	3,096 35	26,445 80
4 Fort William	1,699 00	25,106 53	572 14	27,377 67
5 Guelph	*2,718 31	38,013 74	178 22	40,910 27
6 Hamilton	*11,258 86	136,446 83	109,569 62	257,275 31
7 Kingston	*†3,531 80	34,195 00	1,822 11	39,548 91
8 London	9,939 76	193,967 95	2,865 53	206,773 24
9 Niagara Falls	1,174 50	14,000 00	897 37	16,071 87
10 Ottawa	*9,760 50	287,784 50	27,140 61	324,685 61
11 Peterborough	2,107 09	33,500 00	16,402 24	52,009 33
12 Port Arthur	†2,168 00	40,000 00	4,489 37	46,657 37
13 St. Catharines	1,528 72	21,765 60	1,998 94	25,293 26
14 St. Thomas	*2,573 00	26,500 00	594 79	29,667 79
15 Stratford	1,929 76	25,000 00	3,337 86	30,267 62
16 Toronto	*44,409 17	1,170,807 00	239,086 79	1,454,302 96
17 West Toronto	1,956 80	61,288 70	1,798 46	65,043 96
18 Windsor	1,779 00	31,970 85	406 93	34,156 78
19 Woodstock	1,388 00	16,950 00	2,397 31	20,735 31
Totals	106,611 19	2,235,718 37	423,593 01	2,765,922 57
Towns.				
1 Alexandria	52 50	1,419 26	1,139 19	2,610 95
2 Alliston	821 17	3,798 32	1,166 98	5,786 47
3 Almonte	406 00	4,384 00	835 99	5,625 99
4 Amherstburg	626 91	4,127 66	931 85	5,686 42
5 Arnprior	330 50	5,742 19	1,995 72	8,068 41
6 Aurora	289 25	3,300 00	61 20	3,650 45
7 Aylmer	414 97	4,661 45	39 50	5,115 92
8 Barrie	1,100 50	15,626 43	564 85	17,291 78
9 Berlin	1,797 16	28,499 67	1,274 26	31,571 09
10 Blenheim	738 58	4,444 58	1,064 20	6,247 36
11 Blind River	1,003 46	4,784 00	591 87	6,379 33
12 Bonfield	218 25	280 68	272 71	771 64
13 Bothwell	534 68	1,922 68	252 24	2,709 60
14 Bowmanville	432 25	5,000 00	137 03	5,569 28
15 Bracebridge	†2,040 24	8,725 46	266 21	11,031 91
16 Brampton	560 50	5,800 00	218 44	6,578 94
17 Brockville	*2,134 00	17,300 00	55 66	19,489 66
18 Bruce Mines	765 56	2,295 00	337 14	3,397 70
19 Cache Bay	93 00	1,800 00	13 75	1,906 75
20 Campbellford	477 00	6,603 13	37 65	7,117 78
21 Carleton Place	665 75	7,443 00	203 07	8,311 82
22 Chesley	256 00	3,100 00	1,088 19	4,444 19
23 Clinton	438 50	4,153 30	196 53	4,788 33
24 Cobalt	270 00	22,550 00	4,785 63	27,605 63
25 Cobourg	637 50	32,200 00	14,989 75	47,827 25
26 Collingwood	1,212 45	15,700 00	1,398 10	18,310 55
27 Copper Cliff	429 00	6,011 72	4,784 27	11,224 99
28 Cornwall	*1,255 80	6,800 00	955 84	9,011 64
29 Deseronto	467 00	4,744 60	368 71	5,580 31
30 Dresden	723 75	3,725 75	614 33	5,063 83
31 Dundas	587 00	5,700 00	212 24	6,499 24

* Grant for Technical Education included.
† Grant for Provincial Model School included.

SCHOOLS.—Continued.

Financial Statement.—Continued.

	Expenditure.					
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$	$ c	$ c.	$ c.
1	10,991 18	2,183 60	.....	7,147 33	20,322 11	772 40
2	30,380 13	1,476 78	1,978 06	13,483 52	47,318 49	286 51
3	16,857 72	3,542 18	162 14	5,883 76	26,445 80	.....
4	14,505 49	787 13	3,369 81	7,816 05	26,478 48	899 19
5	20,040 89	11,057 65	209 58	9,602 15	40,910 27	.....
6	106,416 13	82,146 25	7,448 69	37,425 70	233,436 77	23,838 54
7	27,938 02	1,351 82	.....	9,993 69	39,283 53	265 38
8	105,967 35	50,583 60	263 96	35,739 47	192,554 38	14,218 86
9	9,994 50	.....	149 11	4,462 33	14,605 94	1,465 93
10	123,643 84	119,177 24	7,008 94	63,755 77	313,585 79	11,099 82
11	26,964 76	6,673 23	2,530 69	15,840 65	52,009 33	.....
12	15,460 10	18,341 88	1,537 82	10,911 40	46,251 20	406 17
13	13,260 93	500 00	40 00	11,492 33	25,293 26	.....
14	20,940 15	.....	25 00	8,538 01	29,503 16	164 63
15	18,032 22	2,953 51	2,105 29	7,176 60	30,267 62	.....
16	619,868 78	267,984 44	4,874 46	250,421 12	1,143,148 80	311,154 16
17	23,574 50	19,063 90	.....	13,708 95	56,347 35	8,696 61
18	24,631 45	.....	115 50	8,301 87	33,048 82	1,107 96
19	13,740 75	.....	1,080 62	5,913 94	20,735 31	....
	1,243,208 89	587,823 21	32,899 67	527,614 64	2,391,546 41	374,376 16
1	835 00	244 05	.....	1,470 92	2,549 97	60 98
2	3,484 30	.....	524 18	1,243 21	5,251 69	534 78
3	4,055 69	.....	.....	1,535 76	5,591 45	34 54
4	3,824 00	250 00	107 40	1,315 56	5,496 96	189 46
5	4,095 00	.....	4 50	1,697 08	5,796 58	2,271 83
6	2,636 23	.....	15 40	949 43	3,601 06	49 39
7	3,658 36	.....	30 63	1,426 93	5,115 92	.....
8	11,813 80	.....	706 39	4,087 97	16,608 16	683 62
9	21,944 40	1,763 54	429 61	6,981 60	31,119 15	451 94
10	3,678 62	317 58	284 69	1,150 92	5,431 81	815 55
11	3,301 50	594 98	621 53	1,551 46	6,069 47	309 86
12	500 00	.....	.....	12 50	512 50	259 14
13	1,985 26	.....	81 40	544 60	2,611 26	98 34
14	3,943 78	.....	24 50	1,428 99	5,397 27	172 01
15	7,074 80	1,262 26	91 31	2,570 28	10,998 65	33 26
16	4,383 86	61 75	88 54	1,527 05	6,061 20	517 74
17	11,876 25	250 00	50 00	6,186 40	18,362 65	1,127 01
18	2,025 00	250 00	232 29	808 11	3,315 40	82 30
19	1,555 00	.....	.....	351 75	1,906 75	.....
20	4,560 06	.....	20 00	1,861 78	6,441 84	675 94
21	5,515 33	.....	.....	2,716 94	8,232 27	79 55
22	2,465 78	189 97	.....	1,249 98	3,905 73	538 46
23	3,545 00	.....	22 70	854 19	4,421 89	366 44
24	3,292 20	19,928 66	85 45	2,243 69	25,550 00	2,055 63
25	5,250 50	40,019 77	.....	2,068 58	47,338 85	488 40
26	11,323 42	.....	.....	6,587 39	17,910 81	399 74
27	3,370 26	2 00	.....	6,288 10	9,660 36	1,564 63
28	6,527 00	.....	35 00	2,449 64	9,011 64	.....
29	4,357 69	.....	147 64	981 03	5,486 36	93 95
30	3,815 40	.....	234 17	780 76	4,830 33	233 50
31	4,666 27	.....	.....	1,786 38	6,452 65	46 59

THE PUBLIC

V.—Table E.—Financial

Towns.—Continued.	Receipts.			
	Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
32 Dunnville	426 00	4,274 96	06	4,701 02
33 Durham	†1,380 27	3,484 90	2,752 05	7,617 22
34 East Toronto	796 00	15,641 82	3,138 29	19,576 11
35 Englehart	99 00	975 00	72 42	1,146 42
36 Essex	201 50	3,800 00	68 37	4,069 87
37 Forest	263 50	2,900 00	238 72	3,402 22
38 Fort Frances	935 96	3,279 00	56 93	4,271 89
39 Galt	1,453 45	20,555 00	106 22	22,114 67
40 Gananoque	619 00	6,769 14	1,519 98	8,908 12
41 Goderich	635 00	6,410 84	11 00	7,056 84
42 Gore Bay	1,106 85	2,575 00	528 98	4,210 83
43 Gravenhurst	465 00	4,527 90	76 30	5,069 20
44 Haileybury	483 00	5,173 10	3,057 95	8,714 05
45 Hanover	725 74	4,858 74	436 95	6,021 43
46 Harriston	258 00	3,692 57	3,050 34	7,000 91
47 Hawkesbury	68 50	1,100 00	1,604 55	2,773 05
48 Hespeler	477 45	6,452 00	475 14	7,404 59
49 Huntsville	1,286 42	5,239 09	1,465 41	7,990 92
50 Ingersoll	719 17	12,786 23	150 47	13,655 87
51 Kearney	297 85	727 14	86 90	1,111 89
52 Keewatin	1,363 60	4,300 00	784 33	6,447 93
53 Kenora	894 00	15,000 00	166 06	16,060 06
54 Kincardine	386 75	12,482 10	711 78	13,580 63
55 Kingsville	491 59	4,343 75	452 77	5,288 11
56 Latchford	76 00	1,189 78	.....	1,265 78
57 Leamington	397 50	4,240 00	79 47	4,716 97
58 Lindsay	†1,493 00	13,199 37	367 04	15,059 41
59 Listowel	401 45	4,544 00	101 31	5,046 76
60 Little Current	614 92	1,803 50	1,223 90	3,642 32
61 Massey	313 72	2,628 36	271 57	3,213 65
62 Mattawa	409 24	1,200 00	12 37	1,621 61
63 Meaford	461 50	5,564 30	1,256 14	7,281 94
64 Midland	658 00	16,031 40	1,783 48	18,472 88
65 Milton	716 46	2,941 43	936 49	4,594 38
66 Mitchell	356 00	3,824 00	94 89	4,274 89
67 Mount Forest	360 50	3,586 50	515 82	4,462 82
68 Napanee	520 50	5,700 00	823 90	7,044 40
69 New Liskeard	1,012 20	5,000 00	594 57	6,606 77
70 Newmarket	434 00	5,175 00	1,213 26	6,822 26
71 Niagara	191 00	2,100 00	233 35	2,524 35
72 North Bay	642 00	23,919 77	182 00	24,743 77
73 North Toronto	524 75	8,843 70	140 32	9,508 77
74 Oakville	298 50	4,150 00	780 87	5,229 37
75 Orangeville	515 50	5,100 00	256 89	5,872 39
76 Orillia	791 50	11,800 00	9,156 58	21,748 08
77 Oshawa	880 50	10,950 00	5,096 86	16,927 36
78 Owen Sound	1,814 23	21,041 00	3,091 59	25,946 82
79 Palmerston	787 02	4,362 98	86 94	5,236 94
80 Paris	566 00	35,600 00	464 76	36,630 76
81 Parkhill	189 50	1,650 00	357 30	2,196 80
82 Parry Sound	2,004 66	28,647 40	695 81	31,347 87
83 Pembroke	578 25	8,466 69	690 60	9,735 54
84‡Penetanguishene	441 50	6,861 72	750 62	8,053 84
85 Perth	402 25	5,500 00	566 36	6,468 61

† Grant for Provincial Model School included. ‡ Including Protestant Separate School.

SCHOOLS.—Continued.

Statement.—Continued.

	Expenditure.					
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes, and school books.	Rents and repairs, fuel, and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
32	3,555 00	.....	38 50	932 46	4,525 96	175 06
33	4,329 25	364 11	265 41	1,962 31	6,921 08	696 14
34	9,669 70	3,819 48	531 70	5,555 23	19,576 11	.....
35	548 33	.....	.....	568 67	1,117 00	29 42
36	2,737 09	.....	56 49	1,105 31	3,898 89	170 98
37	2,325 00	.....	31 10	822 59	3,178 69	223 53
38	3,110 00	.....	250 00	464 10	3,824 10	447 79
39	15,043 18	.....	.....	5,835 14	20,878 32	1,236 35
40	5,727 79	.....	121 25	2,701 32	8,550 36	357 76
41	5,381 12	.....	211 87	1,463 85	7,056 84	.....
42	3,257 50	.....	124 04	732 04	4,113 58	97 25
43	3,724 61	.....	.....	1,195 84	4,920 45	148 75
44	3,450 00	.....	28 24	3,970 16	7,448 40	1,265 65
45	4,077 36	.....	258 17	1,306 22	5,641 75	379 68
46	2,270 00	2,583 23	.....	1,652 53	6,505 76	495 15
47	1,300 75	.....	.....	885 37	2,186 12	586 93
48	4,754 50	125 85	501 88	1,479 28	6,861 51	543 08
49	5,073 40	49 85	808 06	1,462 64	7,393 95	596 97
50	6,717 77	3,675 00	152 21	2,821 05	13,366 03	289 84
51	828 48	.....	78 00	174 22	1,080 70	31 19
52	3,336 10	1,080 22	169 32	738 59	5,324 23	1,123 70
53	10,689 75	995 00	25 15	4,350 16	16,060 06	.....
54	3,593 81	8,860 28	.....	926 79	13,380 88	199 75
55	3,375 00	650 79	50 00	624 45	4,700 24	587 87
56	720 89	.....	100 00	386 45	1,207 34	58 44
57	3,789 25	110 00	114 73	702 62	4,716 60	0 37
58	11,314 35	.....	249 25	3,495 81	15,059 41	.....
59	3,474 77	.....	10 00	1,530 48	5,015 25	31 51
60	2,376 25	.....	.....	923 68	3,299 93	342 39
61	1,447 50	983 57	459 38	230 08	3,120 53	93 12
62	1,034 00	.....	23 20	216 75	1,273 95	347 66
63	4,593 00	117 00	.....	2,261 97	6,971 97	309 97
64	7,860 00	8,180 52	41 80	2,054 86	18,137 18	335 70
65	3,645 00	.....	151 60	559 44	4,356 04	238 34
66	3,145 60	.....	37 40	849 31	4,032 31	242 58
67	2,851 50	.....	.....	1,442 55	4,294 05	168 77
68	4,732 40	.....	.....	1,391 18	6,123,58	920 82
69	4,489 87	74 30	425 14	1,577 14	6,566 45	40 32
70	3,764 00	15 30	.....	1,449 92	5,229 22	1,593 04
71	1,425 00	.....	20 00	458 15	1,903 15	621 20
72	8,280 00	104 09	286 91	15,062 69	23,733 69	1,010 08
73	5,954 69	320 70	609 59	2,583 79	9,468 77	40 00
74	2,880 56	23 10	28 38	902 74	3,834 78	1,394 59
75	4,305 67	.....	229 77	1,236 63	5,772 07	100 32
76	9,237 60	300 00	225 88	3,560 93	13,324 41	8,423 67
77	7,875 00	5,817 85	257 05	2,907 11	16,857 01	70 35
78	15,974 12	1,028 00	38 21	6,010 28	23,050 61	2,896 21
79	3,646 00	.....	222 18	1,147 68	5,015 86	221 08
80	4,584 75	26,284 84	15 50	1,481 02	32,366 11	4,264 65
81	1,730 00	.....	.....	444 17	2,174 17	22 63
82	8,687 31	16,099 08	581 33	1,875 14	27,242 86	4,105 01
83	6,081 83	1,775 80	.....	1,877 91	9,735 54	.....
84	4,696 50	819 75	464 69	1,936 49	7,917 43	136 41
85	4,695 00	179 00	.....	1,589 36	6,463 36	5 25

THE PUBLIC
V.—Table E.—

Towns.—Concluded.	Receipts. Legislative Grants.	Municipal Grants and Assessments.	Clergy Reserve Fund, balances and other sources.	Total receipts for all Public School purposes.
	$ c.	$ c.	$ c.	$ c.
86 Petrolea	750 00	6,000 00	1,634 12	8,384 12
87 Picton	585 21	13,800 00	4,089 88	18,475 09
88 Port Hope	727 00	8,000 00	18 00	8,745 00
89 Powassan	372 36	1,900 00	512 00	2,784 36
90 Prescott	449 50	4,000 00	210 01	4,659 51
91 Preston	441 59	23,175 25	147 31	23,764 15
92 Rainy River	591 50	3,809 74	375 68	4,776 92
93 Renfrew	†941 50	5,323 85	1,126 72	7,392 07
94 Ridgetown	324 50	4,098 96	14 24	4,437 70
95 Rockland	37 00	1,172 65	123 47	1,333 12
96 St. Mary's	530 25	5,165 80	380 49	6,076 54
97 Sandwich	126 50	1,750 00	453 28	2,329 78
98 Sarnia	1,386 00	19,105 50	2,100 40	22,591 90
99 Sault Ste. Marie	†1,652 00	19,033 00	638 03	21,323 03
100 Seaforth	332 50	6,399 12	41 38	6,773 00
101 Simcoe	541 32	4,523 00	904 56	5,968 88
102 Smith's Falls	1,041 25	9,519 88	21 00	10,582 13
103 Southampton	523 61	4,567 61	281 05	5,372 27
104 Stayner	602 69	3,170 69	2,692 05	6,465 43
105 Steelton	305 00	5,350 00	436 06	6,091 06
106 Strathroy	502 50	4,925 00	302 51	5,730 01
107 Sturgeon Falls	302 00	4,212 54	1,069 26	5,583 80
108 Sudbury	307 00	2,200 00	7,009 21	9,516 21
109 Thessalon	737 46	3,600 00	194 26	4,531 72
110 Thornbury	339 67	2,178 75	84 33	2,602 75
111 Thorold	201 00	3,440 00	77 21	3,718 21
112 Tillsonburg	423 86	6,000 00	5 03	6,428 89
113 Trenton	514 00	5,351 94	1,172 16	7,038 10
114 Uxbridge	260 50	3,367 00	7 48	3,634 98
115 Vankleek Hill	159 50	4,456 00	801 44	5,416 94
116 Walkerton	413 73	4,456 65	56 80	4,927 18
117 Walkerville	432 00	7,500 00	1,369 04	9,301 04
118 Wallaceburg	1,021 81	6,471 81	171 16	7,664 78
119 Waterloo	662 40	8,972 11	4,348 42	13,982 93
120 Webbwood	360 96	1,800 00	111 67	2,272 63
121 Welland	552 86	6,670 00	2,715 81	9,938 67
122 Whitby	320 00	4,250 00	77 80	4,647 80
123 Wiarton	416 50	4,759 29	66 69	5,242 48
124 Wingham	393 50	3,891 33	149 83	4,434 66
Totals	77,047 51	887,979 53	129,679 97	1,094,707 01
Totals.				
1 Rural Schools	493,263 64	2,653,805 31	1,681,003 53	4,828,072 48
2 Cities	106,611 19	2,235,718 37	423,593 01	2,765,922 57
3 Towns	77,047 51	887,979 53	129,679 97	1,094,707 01
4 Villages	37,155 96	282,291 90	119,962 35	439,410 21
5 Grand Totals, 1908	714,078 30	6,059,795 11	2,354,238 86	9,128,112 27
6 Grand Totals, 1907	614,715 41	5,704,508 47	2,147,324 47	8,466,548 35
7 Increases	99,362 89	355,286 64	206,914 39	661,563 92
8 Decrease				
9 Percentages	7.82	66.38	25.79	

Cost per pupil, enrolled attendance: Rural Schools, $15.09; Cities, $28.90;
† Grant for Provincial Model School included.

SCHOOLS.—Concluded.

Financial Statement.—Concluded.

	Expenditure.					
	Teachers' Salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
86	5,781 43	.....	.....	2,382 56	8,163 99	220 13
87	5,059 62	2,958 06	.....	5,493 29	13,510 97	4,964 12
88	6,633 90	.....	34 60	2,076 50	8,745 00	.....
89	1,672 05	1 00	30 72	603 69	2,307 46	476 90
90	3,370 78	.....	13 20	1,149 58	4,533 56	125 95
91	5,058 58	16,218 45	85 02	1,663 43	23,025 48	738 67
92	2,880 00	233 88	155 58	1,423 85	4,693 31	83 61
93	4,533 00	608 25	14 19	2,236 63	7,392 07	.....
94	3,195 69	.....	61 76	819 53	4,076 98	360 72
95	904 32	91 41	.....	265 46	1,261 19	71 93
96	4,093 63	.....	.....	1,764 52	5,858 15	218 39
97	1,366 66	.....	49 50	537 89	1,954 05	375 73
98	13,853 26	.....	99 24	4,587 03	18,539 53	4,052 37
99	12,782 68	487 02	498 46	7,421 14	21,189 30	133 73
100	2,755 00	.....	.....	2,849 81	5,604 81	1,168 19
101	4,312 00	2 90	292 95	1,361 03	5,968 88	.....
102	8,027 59	.....	41 00	2,513 54	10,582 13	.....
103	3,652 43	.....	.....	906 03	4,558 46	813 81
104	2,873 94	.....	197 68	1,218 45	4,290 07	2,175 36
105	3,831 55	69 91	96 57	1,666 38	5,664 41	426 65
106	4,450 00	.....	31 75	1,122 23	5,603 98	126 03
107	2,865 00	569 40	26 87	1,541 86	5,003 13	580 67
108	3,343 00	468 22	331 39	1,901 13	6,043 74	3,472 47
109	3,105 00	.....	437 75	879 25	4,422 00	109 72
110	1,933 87	.....	182 52	397 49	2,513 88	88 87
111	2,833 60	.....	.....	853 36	3,686 96	31 25
112	3,942 00	.....	330 00	1,331 21	5,603 21	825 68
113	4,158 85	125 00	43 47	2,138 33	6,465 65	572 45
114	2,914 50	.....	.....	628 28	3,542 78	92 20
115	2,055 00	.....	42 40	494 95	2,592 35	2,824 59
116	3,862 12	.....	14 39	956 05	4,832 56	94 62
117	5,496 00	40 72	.....	2,889 40	8,426 12	874 92
118	5,954 67	.....	317 97	1,029 10	7,301 74	363 04
119	7,496 73	3,618 00	378 69	2,086 45	13,579 87	403 06
120	1,545 55	.....	126 37	541 05	2,212 97	59 66
121	4,052 20	80 70	555 07	1,732 33	6,420 30	3,518 37
122	3,591 75	.....	.....	1,056 05	4,647 80	.....
123	4,133 00	.....	20 91	1,078 66	5,232 57	9 91
124	3,298 01	.....	10 00	693 01	4,001 02	433 64
	581,196 62	175,144 19	16,650 73	238 876 16	1,011,867 70	82,839 31
1	2,255,542 59	440,710 06	58,527 28	660,583 26	3,415,363 19	1,412,709 29
2	1,243,208 89	587,823 21	32,899 67	527,614 64	2,391,546 41	374,376 16
3	581,196 62	175,144 19	16,650 73	238,876 16	1,011,867 70	82,839 31
4	240,319 91	26,046 97	11,240 70	85,849 36	363,456 94	75,953 27
5	4,320,268 01	1,229,724 43	119,318 38	1,512,923 42	7,182,234 24	1,945,878 03
6	4,108,039 89	1,033,912 16	197,105 15	1,502,946 14	6,842,003 34	1,624,545 01
7	212,228 12	195,812 27	.....	9,977 28	340,230 90	321,333 02
8	.....	.....	77,786 77	.....	.....	.....
	60.15	17.12	1.66	21.06	.....	.....

Towns, $15.75; Villages, $13.75; Province, $17.97.

ROMAN CATHOLIC

1.—Table F.—Financial

Rural Schools.	Number of Schools.	Receipts.				Ex-
		Legislative grants.	Municipal grants and assessments.	Balances subscribed and other sources.	Total amount received.	Teachers' salaries.
		$ c.	$ c.	$ c.	$ c.	$ c.
1 Bruce	8	904 00	6,057 59	2,614 31	9,575 90	5,642 35
2 Carleton	19	1,596 09	8,324 21	2,321 74	12 242 04	6,753 24
3 Essex	27	1,933 80	16,007 06	6,212 26	24,153 12	13,077 94
4 Frontenac	11	1,124 75	3,663 15	1,493 54	6,281 44	3,661 27
5 Grey	7	256 40	3,232 25	1,078 96	4,567 61	2,412 24
6 Hastings	7	487 00	2,146 68	956 61	3,590 29	2,119 70
7 Huron	9	625 06	4,920 87	1,270 87	6,816 80	3,617 06
8 Kent	8	698 30	3,926 71	1,610 41	6,235 42	3,757 86
9 Lambton	1	57 00	600 00	301 82	958 82	375 00
10 Lanark	3	186 00	953 67	170 10	1,309 77	825 00
11 Leeds and Grenville	4	209 40	825 57	120 26	1,155 23	925 00
12 Lennox and Addington	2	255 56	646 77	127 89	1,030 22	715 00
13 Middlesex	5	251 00	2,188 10	609 88	3,048 98	1,818 25
14 Norfolk	1	114 00	939 95	570 50	1,624 45	520 00
15 Northumberland	5	307 00	1,683 93	475 60	2,466 53	1,748 15
16 Ontario	1	162 00	208 62	1,075 40	1,446 02	600 00
17 Peel	1	42 00	396 13	154 17	592 30	300 00
18 Perth	6	541 50	3,692 84	4,792 86	9,027 20	3,125 00
19 Peterborough	1	72 00	556 57	2,288 16	2,916 73	300 00
20 Prescott and Russell	76	7,352 91	32,093 07	14,761 04	54,207 02	27,229 19
21 Renfrew	11	1,133 09	3,392 11	2,003 18	6,528 38	3,186 19
22 Simcoe	2	247 00	1,446 75	154 02	1,847 77	1,250 00
23 Stormont, Dundas and Glengarry	12	1,166 50	6,449 55	2,116 02	9,732 07	5,806 60
24 Victoria	2	259 62	973 19	192 05	1,424 86	957 61
25 Waterloo	8	660 00	6,012 27	5,068 61	11,740 88	4,405 00
26 Wellington	6	251 03	2,838 85	898 36	3,988 24	2,104 75
27 York	1	38 00	622 40	338 05	998 45	400 00
28 Districts	37	5,308 63	9,848 79	7,425 94	22,583 36	10,449 06
Totals	281	26,239 64	124,647 65	61,202 61	212,089 90	108,081 46
Cities.						
1 Belleville	3	235 50	2,484 12	6,767 53	9,487 15	1,325 00
2 Brantford	2	282 00	2,993 32	666 86	3,942 18	1,432 50
3 Chatham	1	252 50	3,637 90	701 09	4,591 49	1,433 28
4 Fort William	1	405 00	3,507 67	1,090 57	5,003 24	2,310 00
5 Guelph	3	399 25	4,544 57	15,719 36	20,663 18	2,300 00
6 Hamilton	8	1,368 50	16,950 00	1,402 23	19,720 73	7,400 00
7 Kingston	3	525 50	7,096 07	11,113 29	18,734 86	4,368 00
8 London	7	819 00	11,808 65	1,568 89	14,196 54	4,350 00
9 Niagara Falls	1	135 00	1,189 12	1,118 80	2,442 92	900 00
10 Ottawa	31	5,031 25	113,365 44	73,805 80	192,202 49	60,965 00
11 Peterborough	3	659 50	8,043 56	.....	8,703 06	5,472 00
12 Port Arthur	1	426 00	6,924 59	2,484 29	9,834 88	2,660 00
13 St. Catharines	3	349 50	4,163 62	81 05	4,594 17	2,250 00
14 St. Thomas	1	196 00	2,948 54	609 68	3,754 22	1,156 25
15 Stratford	1	296 00	3,463 65	6,533 70	10,293 35	2,160 00
16 Toronto	21	4,822 75	76,809 16	7,589 23	89,221 14	24,418 33
17 Windsor	3	685 00	9,022 14	.....	9,707 14	7,144 00
18 Woodstock	1	102 00	789 74	307 02	1,198 76	858 00
Totals	94	16,990 25	279,741 86	131,559 39	428,291 50	132,902 36

SEPARATE SCHOOLS.

Statement, Teachers, etc.

	penditure.					Teachers.				
	Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female.
	$ c.	$ c.	$ c.	$ c.	$ c.				$	$
1	564 75	270 45	1,225 95	7,703 50	1,872 40	16	3	13	492	329
2	1,716 11	466 18	2,408 14	11,343,67	898 37	27	.....	27	.....	275
3	3,201 30	233 03	4,541 82	21,054 09	3,099 03	34	2	32	500	378
4	175 98	267 00	1,205 26	5,309 51	971 93	11	.....	11	.....	340
5	577 91	68 62	780 41	3,839 18	728 43	7	1	6	400	350
6	198 34	101 15	566 63	2,985 82	604 47	7	.....	7	.....	335
7	1,003 75	150 91	961 14	5,732 86	1,083 94	11	1	10	400	362
8	204 01	156 53	1,003 98	5,122 38	1,113 04	9	3	6	500	390
9	.....	.....	331 87	706 87	251 95	1	.....	1	.....	375
10	73 91	.....	127 41	1,026 32	283 45	3	.....	3	.....	275
11	30 08	41 29	97 71	1,094 08	61 15	4	.....	4	.....	266
12	51 75	43 71	94 95	905 41	124 81	2	.....	2	.....	357
13	33 03	32 69	723 21	2,607 18	441 80	5	.....	5	.....	369
14	89 80	10 00	175 16	794 96	829 49	1	.....	1	.....	500
15	.....	.....	328 50	2,076-65	389 88	5	.....	5	.....	341
16	188 90	5 50	423 80	1,218 20	227 82	1	1	.....	600	.....
17	251 50	.....	21 80	573 30	19 00	1	.....	1	.....	300
18	3,436 40	56 30	1,203 68	7,821 38	1,205 82	8	1	7	500	403
19	1,755 00	.....	747 48	2,802 48	114 25	1	.....	1	.....	300
20	7,315 72	1,805 26	5,946 32	42,296 49	11,910 53	98	5	93	363	285
21	605 01	232 79	943 85	4,967 84	1,560 54	12	1	11	100	286
22	14 10	77 90	323 04	1,665 04	182 73	4	1	3	525	233
23	1,400 73	227 75	1,068 66	8,503 74	1,228 33	17	1	16	325	308
24	104 00	149 92	105 80	1,317 33	107 53	2	.....	2	.....	475
25	1,971 50	1,142 33	1,164 19	8,683 02	3,057 86	13	.....	13	.....	363
26	456 98	.....	467 93	3,029 66	958 58	6	.....	6	.....	367
27	219 07	155 52	193 38	967 97	30 48	2	.....	2	.....	200
28	5,656 19	667 87	3,296 19	20,069 31	2,514 05	40	3	37	283	291
	31,295 82	6,362 70	30,478 26	176,218 24	35,871 66	348	23	325	412	316
1	6,391 40	.....	907 86	8,624 26	862 89	6	.....	6	.....	217
2	799 38	.....	716 09	2,947 97	994 21	6	.....	6	.....	200
3	635 10	314 88	775 88	3,159 14	1,432 35	7	.....	7	.....	214
4	1,107 65	45 81	868 98	4,332 44	670 80	6	,,...	6	.....	450
5	11,479 95	275 00	2,240 57	16,295 52	4,367 66	8	.....	8	.....	300
6	4,362 11	1,374 78	3,967 79	17,104 68	2,616 05	37	.....	37	.....	200
7	2,378 17	65 00	10,213 51	17,024 68	1,710 18	13	1	12	600	312
8	4,308 69	450 00	4,225 26	13,333 95	862 59	21	.....	21	.....	225
9	70 00	72 27	400 00	1,442 27	1,000 65	3	.....	3	.....	300
10	37,297 70	3,069 54	90,870 25	192,202 49	.....	145	17	128	699	326
11	631 93	182 18	2,360 49	8,646 60	56 46	18	1	17	625	260
12	1,617 73	764 20	4,775 27	9,817 20	17 68	6	.....	6	.....	483
13	.....	.....	2,309 49	4,559 49	34 68	9	.....	9	.....	250
14	987 60	596 51	615 37	3,355 73	398 49	5	.....	5	.....	225
15	6,304 11	64 71	1,722 79	10,251 61	41 74	7	.....	7	.....	300
16	34,608 32	2,007 32	28,187 17	89,221 14	.....	112	27	85	356	203
17	845 64	77 50	1,640 00	9,707 14	.....	16	.....	16	.....	323
18	.....	.....	294 41	1,152 41	46 35	2	.....	2	.....	437
	113,825 48	9,359 70	157,091 18	413,178 72	15,112 78	427	46	381	494	272

ROMAN CATHOLIC

I.—Table F.—Financial

	Towns.	Number of Schools.	Receipts.				Ex-
			Legislative Grants.	Municipal grants and assessments.	Balances subscribed and other sources.	Total amount received.	Teachers' Salaries.
			$ c.	$ c.	$ c.	$ c.	$ c.
1	Alexandria	2	304 00	3,859 55	314 55	4,478 10	1,800 00
2	Almonte	1	127 00	1,061 65	266 79	1,455 44	973 50
3	Amherstburg	2	482 25	3,113 89	1,529 50	5,125 64	2,000 00
4	Arnprior	2	207 75	3,373 52	2,228 68	5,809 95	2,947 50
5	Barrie	1	140 00	2,107 77	1,189 63	3,437 40	900 00
6	Berlin	2	445 00	5,609 76	989 78	7,044 54	3,630 00
7	Blind River	1	280 00	1,000 00	9,306 10	10,586 10	450 00
8	Bonfield	2	201 50	1,135 15	976 43	2,313 08	1,084 45
9	Brockville	1	317 25	2,504 75	.....	2,822 00	2,075 00
10	Cache Bay	1	328 75	700 00	9 00	1,037 75	740 00
11	Cobalt	1	259 00	3,000 00	5,303 49	8,562 49	1,991 95
12	Cobourg	1	217 75	1,150 00	68 25	1,436 00	1,000 00
13	Collingwood	1	110 00	1,500 00	.....	1,610 00	950 00
14	Cornwall	3	580 25	4,000 00	3,857 58	8,437 83	4,725 00
15	*Dundas	1	113 00	875 96	1,784 63	2,773 59	600 00
16	Fort Frances	1	152 00	470 00	141 27	763 27	460 00
17	Galt	1	66 25	798 90	254 99	1,120 14	375 00
18	Goderich	1	79 50	.....	591 28	670 78	475 00
19	Hawkesbury	2	546 25	3,240 15	1,713 20	5,499 60	2,299 85
20	Ingersoll	1	80 50	926 40	24 70	1,031 60	575 00
21	Keewatin	1	160 00	750 00	334 10	1,244 10	518 00
22	Kenora	2	94 00	2,100 00	230 22	2,424 22	1,185 00
23	Latchford	1	300 00	225 00	.....	525 00	136 25
24	Lindsay	2	335 00	2,980 35	27 45	3,342 80	2,619 40
25	Massey	1	289 50	1,119 04	312 97	1,721 51	790 00
26	Mattawa	1	489 40	2,275 00	280 34	3,044 74	1,617 29
27	Mount Forest	1	62 50	452 95	478 25	993 70	590 00
28	Newmarket	1	31 00	374 83	169 14	574 97	308 34
29	North Bay	2	445 00	5,759 15	7 94	6,212 09	2,981 92
30	Oakville	1	64 00	439 18	62 37	565 55	350 00
31	Orillia	1	189 75	2,090 13	2,604 39	4,884 27	1,117 50
32	Oshawa	1	67 50	554 95	235 00	857 45	400 00
33	Owen Sound	1	127 35	1,382 47	1,578 62	3,088 44	720 00
34	Paris	1	66 50	465 40	538 58	1,070 48	400 00
35	Parkhill	1	27 00	469 67	23 09	519 76	350 00
36	Pembroke	1	330 00	3,528 04	610 44	4,468 48	2,648 75
37	Perth	1	176 25	1,306 57	289 44	1,772 26	1,200 00
38	Picton	1	53 50	596 60	845 06	1,495 16	400 00
39	Prescott	1	135 75	1,731 16	2,606 83	4,473 74	1,191 74
40	Preston	1	85 50	942 62	852 73	1,880 85	725 00
41	Rainy River	1	38 00	816 08	176 21	1,030 29	645 00
42	Renfrew	2	204 50	1,954 84	1,121 15	3,280 49	1,450 00
43	*Rockland	2	234 50	4,034 53	8 98	4,278 01	2,265 65
44	St. Mary's	1	52 00	492 93	317 25	862 18	400 00
45	Sandwich	1	161 75	3,292 70	291 55	3,746 00	858 50
46	Sarnia	2	228 25	2,084 00	760 99	3,073 24	1,435 00
47	Sault Ste. Marie	2	263 00	2,880 90	13,674 80	16,818 70	1,620 00
48	Seaforth	1	68 50	744 06	149 22	961 78	620 85
49	Steelton	1	144 00	2,300 00	2,091 35	4,535 35	1,518 75
50	Sturgeon Falls	1	281 00	4,158 04	311 90	4,750 94	2,500 00

* Statistics of preceding year, except Legislative Grant.

SEPARATE SCHOOLS.—Continued.

Statement, Teachers, etc.—Continued.

	penditure.					Teachers.				
	Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female.
	$ c.	$ c.	$ c.	$ c.	$ c.				$	$
1	519 88	.....	1,489 48	3,809 36	668 74	9	.....	9	.....	200
2	189 28	36 87	170 79	1,370 44	85 00	3	.....	3	.....	342
3	56 21	281 39	2,356 25	4,693 85	431 79	7	.....	7	.....	229
4	500 00	.....	1,909 52	5,357 02	452 93	7	1	6	700	400
5	1,899 70	150 34	341 82	3,291 86	145 54	4	.....	4	.....	200
6	2,019 64	308 82	689 07	6,647 53	397 01	10	.....	10	.....	363
7	8,500 00	315 70	95 00	9,360 70	1,225 40	4	.....	4	.....	281
8	120 42	21 25	361 95	1,588 07	725 01	3	1	2	537	275
9	.....	.....	746 05	2,821 05	95	8	.....	8	.....	259
10	92 50	30 35	147 36	1,010 21	27 54	2	1	1	475	325
11	5,636 84	360 48	514 35	8,503 62	58 87	5	.....	5	.....	420
12	.....	.....	347 10	1,347 10	88 90	4	.....	4	.....	250
13	.....	145 48	492 84	1,588 32	21 68	2	.....	2	.....	475
14	50 00	.....	3,511 48	8,286 48	151 35	16	1	15	750	265
15	1,535 18	23 93	267 67	2,426 78	346 81	3	.....	3	.....	200
16	.....	35 95	160 54	656 49	106 78	1	.....	1	.....	400
17	182 97	.....	193 21	751 18	368 96	1	.....	1	.....	375
18	.....	12 12	164 72	651 84	18 94	2	.....	2	.....	250
19	1,135 78	3 34	1,740 45	5,179 42	320 18	15	.....	15	.....	200
20	.....	45 20	311 87	932 07	99 53	2	.....	2	.....	287
21	211 40	24 94	309 10	1,063 44	180 66	1	.....	1	.....	500
22	.....	31 80	888 17	2,104 97	319 25	5	.....	5	.....	270
23	.....	.....	363 20	499 45	25 55	1	.....	1	.....	250
24	.....	.....	437 56	3,056 96	285 84	7	1	6	800	333
25	131 85	23 88	152 41	1,098 14	623 37	2	.....	2	.....	425
26	.....	79 31	656 54	2,353 14	691 60	5	1	4	700	225
27	.....	.....	113 69	703 69	290 01	2	.....	2	.....	250
28	.....	.....	135 14	443 48	131 49	1	.....	1	.....	325
29	1,863 87	.....	1,074 23	5,920 02	292 07	9	.....	9	.....	372
30	5 30	135 40	55 61	546 31	19 24	1	.....	1	.....	350
31	2,012 79	.....	477 69	3,607 98	1,276 29	4	.....	4	.....	267
32	227 00	5 00	124 65	756 65	100 80	2	.....	2	.....	200
33	228 80	604 00	252 20	1,805 00	1,283 44	3	.....	3	.....	240
34	.....	22 36	86 85	509 21	561 27	2	.....	2	.....	200
35	.....	29 02	58 75	437 77	81 99	1	.....	1	.....	350
36	444 87	55 01	884 55	4,033 18	435 30	10	.....	10	.....	273
37	155 54	21 60	269 24	1,646 38	125 88	4	.....	4	.....	300
38	.....	.....	78 55	478 55	1,016 61	1	.....	1	.....	400
39	.....	7 19	454 64	1,653 57	2,820 17	4	.....	4	.....	275
40	.....	.....	604 08	1,329 08	551 77	2	.....	2	.....	362
41	240 86	13 25	111 25	1,010 36	19 93	1	.....	1	.....	650
42	.....	.....	1,073 08	2,523 08	757 41	6	.....	6	.....	242
43	1,215 35	89 94	648 82	4,219 76	58 25	10	.....	10	.....	215
44	.....	21 60	72 16	493 76	368 42	1	.....	1	.....	400
45	80 00	17 00	1,826 48	2,781 98	964 02	4	.....	4	.....	212
46	500 00	.....	429 00	2,364 00	709 24	6	.....	6	.....	217
47	9,561 04	93 00	3,600 61	14,874 65	1,944 05	5	.....	5	.....	330
48	.....	5 50	193 78	820 13	141 65	2	.....	2	.....	350
49	.....	24 15	805 55	2,348 45	2,186 90	4	.....	4	.....	379
50	940 00	451 45	440 78	4,332 23	418 71	8	.....	8	.....	312

ROMAN CATHOLIC

I.—Table F.—Financial

Towns.—Continued.	Number of Schools.	Receipts.				Ex-
		Legislative Grants.	Municipal grants and assessments.	Balances subscribed and other sources.	Total amount received.	Teachers' Salaries.
		$ c.	$ c.	$ c.	$ c.	$ c.
51 Sudbury	1	269 00	3,210 30	1,560 00	5,039 30	2,660 00
52 Thorold	1	105 25	868 75	10 72	984 72	650 00
53 Trenton	1	119 25	1,341 08	202 87	1,663 20	800 00
54 Vankleek Hill	1	116 00	1,176 53	557 26	1,849 79	1,000 00
55 Walkerton	1	143 50	1,102 76	359 95	1,606 21	800 00
56 Walkerville	1	85 50	695 60	420 80	1,201 90	710 00
57 Wallaceburg	1	214 52	1,809 52	2,170 48	4,194 52	1,000 00
58 Waterloo	1	150 75	1,931 92	108 53	2,191 20	800 00
59 Whitby	1	50 50	305 79	276 19	632 48	400 00
Totals	74	11,497 27	105,170 89	67,207 01	183,875 17	72,435 19
Totals.						
1 Rural Schools	281	26,239 64	124,647 65	61,202 61	212,089 90	108,081 46
2 Cities	94	16,990 25	279,741 86	131,559 39	428,291 50	132,902 36
3 Towns	74	11,497 27	105,170 89	67,207 01	183,875 17	72,435 19
4 Villages	16	1,620 69	11,876 31	6,314 71	19,811 71	9,884 00
5 Grand Totals, 1908	465	56,347 85	521,436 71	266,283 72	844,068 28	323,303 01
6 Grand Totals, 1907	449	40,524 21	442,316 03	308,539 55	791,379 79	281,483 83
7 Increases	16	15,823 64	79,120 68	.....	52,688 49	41,819 18
8 Decreases	....	.....	.....	42,255 83	.....	.....
9 Percentages	....	6.67	61.77	31.55	.....	42.45

Cost per pupil, enrolled attendance: Rural Schools, $10.99; Cities, $18.68;

SEPARATE SCHOOLS.—Continued.

Statement, Teachers, etc.—Concluded.

	penditure.					Teachers.				
	Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	All other purposes.	Total amount expended.	Balances.	Number of Teachers.	Male.	Female.	Average salary, male.	Average salary, female.
	$ c.	$ c.	$ c.	$ c.	$ c.				$	$
51	1,473 58	.....	761 36	4,894 94	144 36	6	.....	6	.....	317
52	.....	.....	325 69	975 69	9 03	3	.....	3	.....	217
53	.....	75 86	505 08	1,380 94	282 26	4	.....	4	.....	317
54	25 40	27 84	250 00	1,303 24	546 55	5	.....	5	.....	200
55	156 15	.....	639 64	1,595 79	10 42	4	.....	4	.....	200
56	.....	5 50	352 87	1,068 37	133 53	2	.....	2	.....	355
57	404 81	159 36	540 98	2,105 15	2,089 37	4	.....	4	.....	250
58	639 61	13 82	682 34	2,135 77	55 43	4	.....	4	.....	200
59	114 87	.....	117 61	632 48	.....	1	.....	1	.....	400
	43,071 49	3,809 00	36,865 45	156,181 13	27,694 04	255	6	249	660	281
1	31,295 82	6,362 70	30,478 26	176,218 24	35,871 66	348	23	325	412	316
2	113,825 48	9,359 70	157,091 18	413,178 72	15,112 78	427	46	381	494	272
3	43,071 49	3,809 00	36,865 45	156,181 13	27,694 04	255	6	249	660	281
4	1,836 49	480 94	3,812 50	16,013 93	3,797 78	35	.....	35	.....	288
5	190,029 28	20,012 34	228,247 39	761,592 02	82,476 26	1,065	75	990	482	289
6	186,908 14	15,990 62	229,793 55	714,176 14	77,203 65	1,034	95	939	400	270
7	3,121 14	4,021 72	.....	47,415 88	5,272 61	31	.....	51	82	19
8	.....	.....	1,546 16	.....	.....	.....	20	.....	.....	.....
9	24.95	2.62	29.97	.....	.....	.....	7.04	92.95	.....	.....

Towns, $11.28; Villages, $10.19; Province, $14.22.

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Rural Schools.	Number of Pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Read- First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.
1 Bruce	747	387	360	429	57	171	110	171	169
2 Carleton	1,357	645	712	690	51	511	230	241	204
3 Essex	1,945	1,060	885	1,074	55	675	320	416	253
4 Frontenac	383	189	194	204	53	113	39	47	73
5 Grey	257	117	140	132	51	45	38	48	62
6 Hastings	212	103	109	105	49	60	26	33	39
7 Huron	424	214	210	249	59	77	47	59	81
8 Kent	418	204	214	231	55	130	82	67	68
9 Lambton	44	22	22	23	52	9	4	8	11
10 Lanark	107	51	56	54	50	23	14	15	20
11 Leeds and Grenville	70	36	34	36	51	15	11	17	15
12 Lennox and Addington	70	33	37	40	57	12	6	12	15
13 Middlesex	130	64	66	81	62	30	10	26	25
14 Norfolk	68	26	42	46	67	16	4	15	7
15 Northumberland	149	82	67	89	60	28	19	27	41
16 Ontario	53	23	30	31	58	7	6	5	12
17 Peel	20	8	12	14	70	3	4	2	2
18 Perth	348	192	156	223	64	58	45	48	82
19 Peterborough	42	28	14	20	47	16	.....	7	8
20 Prescott and Russell	5,025	2,479	2,546	2,927	58	1,925	1,014	1,026	673
21 Renfrew	583	307	276	307	53	179	114	80	100
22 Simcoe	212	104	108	125	59	67	54	26	36
23 Stormont, Dundas and Glengarry	894	449	445	485	54	374	170	131	107
24 Victoria	96	52	44	61	63	26	13	17	9
25 Waterloo	546	288	258	354	65	118	78	135	146
26 Wellington	205	115	90	106	52	45	12	41	42
27 York	84	41	43	40	47	21	12	29	22
28 Districts	1,544	772	772	844	55	727	282	259	181
Totals	16,033	8,091	7,942	9,020	56.25	5,481	2,764	3,008	2,503
Cities.									
1 Belleville	305	141	164	196	64	67	66	46	49
2 Brantford	363	185	178	269	74	82	46	78	72
3 Chatham	283	138	145	222	78	79	45	40	64
4 Fort William	389	201	188	234	60	169	52	62	57
5 Guelph	419	215	204	324	77	82	60	103	83
6 Hamilton	1,644	804	840	1,263	77	446	295	249	287
7 Kingston	666	369	297	484	73	206	87	114	149
8 London	744	386	358	628	84	152	120	182	136
9 Niagara Falls	163	89	74	111	68	48	20	33	32
10 Ottawa	7,870	4,131	3,739	5,175	66	2,442	1,404	1,563	1,430
11 Peterborough	863	471	392	625	72	204	127	127	194
12 Port Arthur	290	151	139	208	72	62	54	45	80
13 St. Catharines	366	188	178	266	73	100	35	72	74
14 St. Thomas	216	114	102	182	84	46	32	46	44
15 Stratford	362	214	148	282	78	85	60	39	86
16 Toronto	6,065	3,187	2,878	3,874	64	1,544	736	1,266	1,327
17 Windsor	984	493	491	690	70	280	203	159	200
18 Woodstock	121	63	58	79	65	34	17	17	30
Totals	22,113	11,540	10,573	15,112	68.34	6,128	3,459	4,241	4,394

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.

ing.	Fourth Reader.	Fifth Reader.	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
1	119	7	619	527	485	532	605	390	275	288
2	149	22	706	861	399	625	862	675	311	727
3	274	7	1,605	1,025	810	1,068	1,099	659	348	641
4	105	6	234	242	52	258	262	208	149	170
5	59	5	159	185	90	202	186	160	81	135
6	49	5	138	141	29	163	169	102	71	99
7	137	23	397	318	298	353	360	275	177	238
8	58	13	292	217	205	191	235	148	95	117
9	7	5	44	31	44	44	44	23	23	23
10	33	2	68	70	.....	70	70	70	34	51
11	11	1	42	44	.....	41	50	36	14	29
12	23	2	59	52	33	50	50	50	42	50
13	37	2	112	94	74	102	102	78	55	73
14	26	.....	68	47	68	47	47	37	26	37
15	32	2	112	97	39	106	111	84	44	75
16	20	3	46	46	.....	40	40	35	23	35
17	7	2	.....	13	.....	13	13	13	8	12
18	105	10	348	308	287	334	322	253	131	202
19	11	.....	.....	26	.....	26	26	19	19	19
20	351	36	2,431	2,558	1,176	1,582	2,632	1,775	586	1,490
21	88	22	254	242	144	318	333	235	87	131
22	22	7	38	88	174	140	140	68	37	58
23	106	6	537	577	511	394	511	274	132	274
24	22	9	96	80	96	96	86	61	40	48
25	67	2	546	383	437	441	439	248	66	180
26	58	7	189	148	87	167	181	123	85	113
27	.....	.....	84	84	84	84	84	22	.....	22
28	90	5	311	396	220	245	555	437	74	281
	2,066	211	9,535	8,900	5,842	7,732	9,614	6,558	3,033	5,618
1	77	.....	305	305	305	238	238	126	126	238
2	85	.....	363	363	.....	363	363	157	157	157
3	55	.....	283	283	283	283	283	159	55	159
4	49	.....	389	220	389	220	220	168	49	106
5	91	.....	419	277	419	377	277	174	174	174
6	246	121	1,575	1,594	1,644	1,594	1,594	1,029	501	805
7	110	.....	666	373	666	373	373	259	110	259
8	154	.....	744	744	744	744	744	290	154	290
9	30	.....	163	125	163	125	163	62	62	89
10	967	64	7,078	6,736	5,384	6,437	6,175	4,242	1,452	4,227
11	211	.....	863	631	843	680	752	405	261	405
12	49	.....	290	174	290	228	290	174	49	174
13	85	.....	366	259	366	366	366	159	85	159
14	48	.....	216	216	216	216	216	216	48	102
15	92	.....	362	362	362	362	362	177	92	177
16	886	306	4,426	4,071	5,044	4,472	4,420	2,841	1,943	2,282
17	142	.....	984	984	984	984	984	342	237	342
18	23	.....	121	121	68	121	121	53	23	53
	3,400	491	19,613	17,838	18,170	18,183	17,941	11,033	5,578	10,198

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Rural Schools.—Continued.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.	Geometry.
1 Bruce	497	449	538	28	7	9	7
2 Carleton	533	740	562	17	84	16	16
3 Essex	648	1,063	996	25	110	6	3
4 Frontenac	170	223	168	3	96	6	5
5 Grey	143	187	149	2	62	6	6
6 Hastings	153	168	71	5	5	5	5
7 Huron	256	370	397	23	153	23	23
8 Kent	165	255	118	10	29	11	11
9 Lambton	23	44	44	5	5	5	5
10 Lanark	43	73	.....	1	2	2	2
11 Leeds and Grenville	22	44	.....	1	10	1	1
12 Lennox and Addington	62	49	.....	2	2	2	2
13 Middlesex	77	110	49	2	17	2	1
14 Norfolk	37	68	68	2	2	1	1
15 Northumberland	50	109	15	1	2	2	1
16 Ontario	23	40	.....	.....	23	3	3
17 Peel	7	20	.....	1	1	1	1
18 Perth	173	318	258	10	10	10	10
19 Peterborough	19	.....	.....	.....	.....	.....	.....
20 Prescott and Russell	1,295	1,614	1,321	71	629	46	32
21 Renfrew	153	214	124	13	34	17	22
22 Simcoe	58	174	174	6	29	6	6
23 Stormont, Dundas and Glengarry	241	387	204	6	163	5	5
24 Victoria	31	96	32	9	9	9	9
25 Waterloo	237	380	394	3	54	1	1
26 Wellington	97	109	38	6	7	7	6
27 York	.....	84	.....	.....	.....	.....	.....
28 Districts	178	320	255	21	186	2	.....
Totals	5,391	7,708	5,975	273	1,731	204	184
Cities.							
1 Belleville	305	305	305	....	305	.....	.....
2 Brantford	363	363	363	.....	.....	.....	.....
3 Chatham	283	283	283	.....	55	.....	.....
4 Fort William	168	389	389	.....	.....	.....	.....
5 Guelph	174	419	419	.....	.....	.....	.....
6 Hamilton	1,644	1,644	1,644	121	180	.....	.....
7 Kingston	460	660	660	.....	.....	.....	.....
8 London	744	744	744	.....	.....	.....	.....
9 Niagara Falls	163	163	163	.....	.....	.....	.....
10 Ottawa	5,524	6,949	6,397	943	1,779	152	152
11 Peterborough	261	798	413	.....	101	.....	.....
12 Port Arthur	49	290	290	.....	.....	.....	.....
13 St. Catharines	366	366	366	.....	.....	.....	.....
14 St. Thomas	216	216	216	.....	216	.....	.....
15 Stratford	362	362	362	.....	.....	.....	.....
16 Toronto	2,445	3,684	3,778	215	779	304	304
17 Windsor	984	984	984	.....	.....	.....	.....
18 Woodstock	53	53	.....	.....	.....	.....	.....
Totals	14,564	18,672	17,776	1,279	3,415	456	456

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.—Continued.

	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Maps and Prizes. Number of Maps.	Maps and Prizes. Number of Schools giving Prizes.	Number of Trees planted on Arbor Day.
1	1	.....	278	.....	.....	110	.....	.....	88	4	30
2	.....	973	.....	44	1	135	250	34	131	6	66
3	1	1,482	.....	1	3	42	.....	.....	256	12	23
4	1	.....	.....	.....	1	31	.....	.....	50	3	5
5	4	1	.....	.....	.....	.....	.....	.....	70	2	12
6	.....	.....	.....	5	.....	.....	.....	.....	42	1	.....
7	5	5	.....	22	23	78	73	.....	94	4	6
8	1	256	.....	10	2	.....	.....	.....	97	3	5
9	.....	.....	.....	5	.....	.....	.....	.....	10	.....	.....
10	1	.....	.....	.....	.....	.....	.....	.....	13	.....	.....
11	1	.....	.....	.....	1	.....	.....	.....	28	1	3
12	.....	.....	.....	.....	.....	.....	.....	.....	10	1	.....
13	1	.....	.....	.....	1	.....	.....	.....	46	3	.....
14	.....	1	.....	.....	.....	.....	.....	.....	13	.....	.....
15	1	.....	.....	.....	.....	.....	.....	.....	26	.....	9
16	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	.....
17	1	.....	.....	.....	.....	.....	.....	.....	6	.....	.....
18	.....	.....	.....	.....	4	.....	.....	.....	84	3	.....
19	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....
20	50	4,448	2	187	187	143	287	44	367	41	124
21	9	50	.....	10	4	55	105	.....	89	3	44
22	.....	174	.....	.....	.....	.....	.....	.....	22	.....	6
23	.....	562	.....	5	5	40	.....	58	64	3	32
24	9	9	.....	9	9	9	.....	.....	13	1	6
25	.....	.....	236	.....	.....	38	43	42	97	5	25
26	1	.....	.....	1	.....	21	21	.....	44	2	6
27	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....
28	.....	1,291	.....	.....	13	9	229	229	110	20	36
	87	9,252	516	299	254	711	1,008	407	1,891	118	438
1	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	.....
3	.....	.....	.....	.....	.....	.....	283	283	6	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	9	1	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	26	1	.....
6	15	35	.....	.....	.....	.....	.....	.....	50	8	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	15	3	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	52	7	.....
9	.....	.....	.....	.....	.....	.....	.....	.....	15	.....	.....
10	60	4,601	.....	742	280	362	2,272	855	350	.....	28
11	.....	.....	.....	.....	.....	.....	.....	.....	27	.....	.....
12	.....	240	.....	.....	.....	.....	.....	.....	10	1	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	21	3	.....
14	.....	.....	.....	.....	.....	.....	22	16	12	1	.....
15	.....	.....	.....	.....	.....	.....	52	40	22	1	.....
16	157	400	8	221	96	.....	.....	.....	109	.....	.....
17	.....	258	.....	.....	.....	.....	.....	.....	28	.....	.....
18	.....	.....	.....	.....	.....	.....	.....	.....	11	1	.....
	232	5,534	8	963	376	362	2,629	1,194	779	27	28

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns.	Number of Pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Read-			
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.
1 Alexandria	500	230	270	320	64	201	48	104	89
2 Almonte	143	80	63	89	62	35	20	26	21
3 Amherstburg	336	138	198	217	64	87	39	62	63
4 Arnprior	412	227	185	275	67	143	71	67	97
5 Barrie	134	77	57	94	70	17	15	36	34
6 Berlin	547	285	262	409	75	121	57	115	146
7 Blind River	250	134	116	67	27	84	70	45	25
8 Bonfield	162	84	78	79	49	64	47	31	5
9 Brockville	370	172	198	247	67	80	40	79	97
10 Cache Bay	112	54	58	74	66	60	33	11	3
11 Cobalt	401	203	198	173	43	234	64	47	50
12 Cobourg	194	100	94	133	69	46	28	26	42
13 Collingwood	115	58	57	79	69	36	13	13	19
14 Cornwall	951	480	471	613	64	276	188	177	191
15 *Dundas	130	74	56	83	64	28	21	17	29
16 Fort Frances	57	33	24	28	49	25	7	11	5
17 Galt	81	38	43	61	75	22	12	17	17
18 Goderich	68	36	32	53	78	10	10	12	16
19 Hawkesbury	1,007	515	492	685	68	353	293	163	123
20 Ingersoll	81	50	31	67	82	11	15	15	21
21 Keewatin	56	33	23	38	68	21	7	14	6
22 Kenora	236	109	127	134	57	77	48	66	37
23 Latchford	54	34	20	25	46	33	14	4	3
24 Lindsay	324	153	171	229	71	94	39	53	64
25 Massey	158	81	77	89	56	70	31	39	9
26 Mattawa	307	143	164	197	64	105	54	44	39
27 Mount Forest	70	35	35	47	67	17	7	7	18
28 Newmarket	54	31	23	37	68	18	5	8	10
29 North Bay	503	274	229	369	73	147	108	79	103
30 Oakville	46	16	30	33	72	11	5	10	11
31 Orillia	211	113	98	167	79	33	14	46	55
32 Oshawa	72	41	31	52	72	13	7	16	21
33 Owen Sound	135	62	73	96	71	35	16	34	23
34 Paris	69	31	38	50	72	15	10	19	17
35 Parkhill	46	27	19	32	69	4	6	12	7
36 Pembroke	454	249	205	295	65	140	83	95	78
37 Perth	204	104	100	176	86	55	40	19	55
38 Picton	53	29	24	31	58	15	6	5	9
39 Prescott	150	62	88	114	76	27	14	28	49
40 Preston	103	59	44	78	76	40	10	18	26
41 Rainy River	92	37	55	40	43	41	11	29	1
42 Renfrew	308	165	143	208	67	95	49	45	64
43 *Rockland	698	343	355	487	70	358	123	113	53
44 St. Mary's	67	28	39	49	73	9	13	14	9
45 Sandwich	234	129	105	142	61	85	22	67	33
46 Sarnia	279	125	154	221	79	63	65	56	45
47 Sault Ste. Marie	332	137	195	175	53	87	48	85	52
48 Seaforth	62	27	35	46	74	7	6	13	12
49 Steelton	323	182	141	139	43	113	75	50	39
50 Sturgeon Falls	470	234	236	345	73	224	67	81	56
51 Sudbury	397	211	186	241	61	111	53	143	45

* Statistics of preceding year.

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.—Continued.

ing.	Fourth Reader.	Fifth Reader.	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
1	58	.....	500	500	500	299	500	299	251	251
2	41	.....	143	88	.....	88	88	88	47	47
3	39	46	336	301	336	336	336	336	77	140
4	34	.....	412	198	412	412	412	198	131	131
5	32	.....	134	102	134	134	134	66	32	66
6	108	.....	547	369	547	547	547	254	63	108
7	26	.....	166	166	250	250	250	84	.....	84
8	14	1	44	66	.....	13	66	21	27	52
9	74	.....	370	370	370	300	.....	171	300	300
10	5	.....	.....	19	43	19	52	19	5	8
11	6	.....	401	167	401	401	401	56	6	6
12	52	.....	194	120	194	120	148	94	52	94
13	34	.....	115	79	.....	79	79	53	79	79
14	119	.....	951	951	951	951	951	220	119	310
15	35	.....	130	130	130	109	130	130	64	81
16	8	1	.....	14	25	9	25	9	.....	.....
17	13	.....	30	60	81	60	60	50	30	30
18	20	.....	48	48	68	58	68	36	36	36
19	45	30	1,007	280	1,007	280	390	370	75	370
20	19	.....	70	55	81	55	55	55	40	40
21	8	.....	14	28	.....	14	28	14	6	14
22	8	.....	.....	110	.....	95	95	95	36	95
23	.....	.....	.....	54	.....	54	54	54	54	54
24	74	.....	273	191	324	230	230	138	74	138
25	9	.....	158	57	.....	57	57	57	18	57
26	50	15	307	148	307	307	307	104	65	104
27	21	.....	70	46	70	46	46	39	39	39
28	13	.....	54	31	54	31	31	23	13	23
29	66	.....	503	248	503	503	503	248	248	248
30	9	.....	46	30	46	30	30	30	9	20
31	63	.....	211	164	211	164	178	118	118	118
32	15	.....	72	72	72	72	72	36	36	36
33	27	.....	84	84	84	84	84	84	50	50
34	8	.....	69	44	69	54	54	44	44	44
35	17	.....	46	36	46	36	36	24	17	24
36	58	.....	454	314	454	314	454	136	136	231
37	35	.....	204	204	204	204	204	90	35	90
38	18	.....	53	32	53	32	38	27	18	18
39	32	.....	150	109	150	150	150	81	81	81
40	9	.....	103	53	53	53	63	35	35	35
41	10	.....	92	40	92	40	40	11	40	40
42	55	.....	308	213	.....	308	308	119	164	164
43	51	.....	384	199	455	100	243	267	30	243
44	22	.....	67	45	67	67	67	31	45	45
45	27	.....	234	234	.....	85	234	60	60	60
46	50	.....	279	279	279	279	151	151	50	95
47	60	.....	332	245	245	236	245	112	112	197
48	24	.....	62	49	62	55	62	36	24	36
49	46	.....	323	135	323	135	135	85	46	46
50	37	5	240	240	.....	98	179	240	42	179
51	45	.....	397	397	397	397	397	90	90	168

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns—Continued.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.	Geometry.
1 Alexandria	500	500	500				
2 Almonte	47	88	143				
3 Amherstburg	290	336	336	24	63	46	36
4 Arnprior	131	198	412		131		
5 Barrie	134	134	134				
6 Berlin	547	547	547				
7 Blind River	250	250	250	39			
8 Bonfield	13	50		1	14	1	
9 Brockville	370	370	370				
10 Cache Bay	5	8	8		19		
11 Cobalt	6	401			56		
12 Cobourg	52	194					
13 Collingwood	79	79	115				
14 Cornwall	731	951	951				
15 *Dundas	130	130	130				
16 Fort Frances							
17 Galt	13	47			20		
18 Goderich	58	58	68				
19 Hawkesbury	75	977	1,007	40	200	40	33
20 Ingersoll	55	81	81				
21 Keewatin							
22 Kenora	66	95			26		
23 Latchford	54						
24 Lindsay	87	324					
25 Massey	57	57	158				
26 Mattawa	104	307		65		5	5
27 Mount Forest	39	70	70		39		
28 Newmarket	31	54	54				
29 North Bay	248	503	503				
30 Oakville	20	46	46				
31 Orillia	118	211	211				
32 Oshawa	36	72	72				
33 Owen Sound	50	84	84		50		
34 Paris	44	69	69				
35 Parkhill	24	46	46				
36 Pembroke	454	454					
37 Perth	204	204	204				
38 Picton	18	53	53				
39 Prescott	150	150	150				
40 Preston	35	53					
41 Rainy River	40	40	92		10		
42 Renfrew	119	308					
43 *Rockland	486	513	455	23	50		
44 St. Mary's	31	67	67				
45 Sandwich	60	234	234				
46 Sarnia	95	279	279				
47 Sault Ste. Marie	332	332	332		112		
48 Seaforth	36	62	62		24		
49 Steelton	46	323					
50 Sturgeon Falls	98	98		5	5	5	5
51 Sudbury	397	397	397				

*Statistics of preceding year.

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.—Continued.

	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Maps and Prizes. Number of Maps.	Maps and Prizes. No. of Schools giving prizes.	Number of trees planted on Arbor Day.
1									12		
2									12		
3	5			40	24				21	2	
4									12		
5									10		
6							53	55	26	2	
7		235			44				10	1	
8		156			1	7			18	2	10
9									12		
10		109					45	45	5	1	20
11		295							13		
12									8	1	
13									11	1	
14									27	3	
15									8	1	
16									5		
17									6	1	
18									16	1	
19	15	1,007		40	22				27		10
20									9	1	
21		53							5	1	
22		236							10	1	
23		54							1		
24									10		
25		150							2		
26	6	187		13	15				35	1	
27									12	1	
28									7		
29		114							13		
30						9			3		
31									8		
32									2		
33							11	20	13	1	
34									6	1	
35						17			12		
36		58							23	1	
37							204		10		
38									7		
39									12		
40									6		
41		91							5	1	
42									15		
43		451			23	118	125	171	17	2	6
44									7		
45		232							10	1	
46									10	2	
47		197							4		30
48							11	19	13	1	
49		74							7	1	
50		380		5	5				20		
51		335							4	1	

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns.—Continued.	Number of Pupils.	Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Read-			
						First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.
52 Thorold	113	60	53	82	72	21	15	25	27
53 Trenton	147	73	74	95	65	33	16	31	30
54 Vankleek Hill	228	109	119	124	54	82	38	36	42
55 Walkerton	161	80	81	122	76	25	18	37	30
56 Walkerville	106	46	60	78	73	25	23	22	13
57 Wallaceburg	241	130	111	148	61	92	25	37	38
58 Waterloo	176	83	93	127	72	22	29	42	49
59 Whitby	45	27	18	28	62	7	6	11	4
Totals	13,835	6,980	6,855	9,032	65.28	4,403	2,317	2,627	2,375
Totals.									
1 Rural Schools	16,033	8,091	7,942	9,020	56.25	5,481	2,764	3,008	2,503
2 Cities	22,113	11,540	10,573	15,112	68.34	6,128	3,459	4,241	4,394
3 Towns	13,835	6,980	6,855	9,032	65.28	4,403	2,317	2,627	2,375
4 Villages	1,570	768	802	1,093	69.61	382	250	264	311
5 Grand Totals, 1908	53,551	27,379	26,172	34,257	63.97	16,394	8,790	10,140	9,583
6 Grand Totals, 1907	51,502	26,420	25,082	33,500	65.04	15,699	8,054	9,942	9,377
7 Increases	2,049	959	1,090	757	.....	695	736	198	206
8 Decreases	.....	.....	.....	.....	1.07	.....	.....	.....	.....
9 Percentages	.....	51.12	48.87	63.97	.....	30.60	16.41	18.93	17.89

SEPARATE SCHOOLS.—Continued.

various Branches of Instruction, etc.—Continued.

ing.										
	Fourth Reader.	Fifth Reader.	Art.	Geography.	Music.	Literature.	Composition.	Grammar.	English History.	Canadian History.
52	25	.....	66	92	113	92	92	77	25	52
53	37	.....	147	147	147	147	147	67	67	67
54	30	.....	228	228	228	228	228	228	72	108
55	51	.....	161	161	161	161	161	161	51	81
56	23	.....	106	81	106	81	81	46	36	36
57	34	15	241	241	241	149	124	87	49	87
58	34	.....	176	125	176	176	176	125	34	
59	17	.....	32	21	.....	38	32	21	17	21
	2,000	113	12,344	9,313	11,322	9,922	10,508	6,100	3,620	5,560
1	2,066	211	9,535	8,900	5,842	7,732	9,614	6,558	3,033	5,618
2	3,400	491	19,613	17,838	18,170	18,183	17,941	11,033	5,578	10,198
3	2,000	113	12,344	9,313	11,322	9,922	10,508	6,100	3,620	5,560
4	257	106	1,413	1,235	1,255	1,211	1,370	704	552	683
5	7,723	921	42,905	37,286	36,589	37,048	39,433	24,395	12,783	22,059
6	7,468	962	36,844	34,874	33,838	32,190	35,550	23,185	11,328	19,971
7	255	.....	6,061	2,412	2,751	4,858	3,883	1,210	1,455	2,088
8	.....	41	.....	.....	.....	.....	.....	.....	.....	.....
9	14.42	1.72	80.12	69.62	68.32	69.18	73.63	45.55	23.87	41.19

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns—Concluded.	Physiology and Hygiene.	Nature Study.	Physical Culture.	Book-keeping.	Arithmetic and Mensuration.	Algebra.	Geometry.
52 Thorold	52	.....	113	.....	.....	.....	.....
53 Trenton	67	147	147	.....	.....	.....	.....
54 Vankleek Hill	72	228	228	.....	.....	.....	.....
55 Walkerton	161	161	161	.....	.....	.....	.....
56 Walkerville	36	106	106	.....	.....	.....	.....
57 Wallaceburg	241	241	241	15	87	15	15
58 Waterloo	34	176	176	.....	.....	.....	.....
59 Whitby	17	21	.....	.....	.....	.....	.....
Totals	7,745	11,984	9,862	212	906	112	94
Totals.							
1 Rural Schools	5,391	7,708	5,975	273	1,731	204	184
2 Cities	14,564	18,672	17,776	1,279	3,415	456	456
3 Towns	7,745	11,984	9,862	212	906	112	94
4 Villages	900	1,380	992	128	175	106	106
5 Grand Totals, 1908	28,600	39,744	34,605	1,892	6,227	878	840
6 Grand Totals, 1907	23,552	37,180	34,547	1,333	5,925	876	849
7 Increases	5,048	2,564	58	559	302	2	.....
8 Decreases	.....	.....	.....	.....	.....	.....	9
9 Percentages	53.40	74.21	64.62	3.53	11.62	1.63	1.56

SEPARATE SCHOOLS.—Concluded.

Various Branches of Instruction, etc.—Concluded.

	Latin.	French.	German.	Elementary Science.	Commercial Subjects.	Agriculture.	Manual Training.	Household Science.	Maps and Prizes. Number of Maps.	Maps and Prizes. No. of Schools giving prizes.	Number of trees planted on Arbor Day.
52	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	.....
53	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....
54	.....	228	.....	.....	.....	.....	.....	.....	8	.....	.....
55	.....	.....	.....	.....	.....	.....	.....	.....	22	1	7
56	.....	100	.....	.....	.....	.....	.....	.....	8	1	.....
57	2	.....	.....	15	.....	.....	.....	.....	12	1	.....
58	.....	.....	154	.....	.....	.....	.....	.....	18	1	.....
59	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	.....
	28	4,742	154	113	134	151	449	310	666	37	83
1	87	9,252	516	299	254	711	1,008	407	1,891	118	438
2	232	5,534	8	963	376	362	2,629	1,194	779	27	28
3	28	4,742	154	113	134	151	449	310	666	37	83
4	54	419	9	94	31	.....	80	.....	137	8	160
5	401	19,947	687	1,469	795	1,224	4,166	1,911	3,473	190	709
6	372	15,503	1,537	1,384	986	1,633	3,385	930	3,406	187	594
7	29	4,444	.....	85	.....	.....	781	981	67	3	115
8	.....	.....	850	.....	191	409	.....	.....	.....	.....	.....
9	.75	37.25	1.28	2.74	1.48	2.28	7.77	3.56	.....	.....	.....

COLLEGIATE INSTITUTES

I.—Table H.—Fin-

Collegiate Institutes.	Legislative Grants.	Municipal Grants (county).	Municipal Grants (local).	Re-
	$ c.	$ c.	$ c.	
1 Aylmer	944 30	2,739 61	1,650 00	
2 Barrie	1,269 61	1,633 63	3,482 65	
3 Berlin	†3,071 00	4,980 11	7,400 00	
4 Brantford	*1,370 96	1,500 00	9,000 00	
5 Brockville	*1,343 00	1,450 00	9,500 00	
6 Chatham	1,278 50	2,662 31	10,241 44	
7 Clinton	1,042 45	1,836 35	2,600 00	
8 Cobourg	*†1,534 74	2,343 74	3,000 00	
9 Collingwood	*‡2,462 83	1,212 83	4,300 00	
10 Galt	*†‡3,421 52	2,886 97	6,700 00	
11 Goderich	1,248 62	1,807 29	3,200 00	
12 Guelph	*1,470 20	.....	10,692 35	
13 Hamilton	*†2,395 00	.....	39,687 36	
14 Ingersoll	†1,726 26	2,577 84	2,824 81	
15 Kingston	†2,355 90	.....	8,900 00	
16 Lindsay	*‡2,600 98	2,668 30	5,116 65	
17 London	*†1,686 33	1,200 00	36,428 05	
18 Morrisburg	*‡2,510 74	3,763 45	2,426 11	
19 Napanee	*1,298 93	3,000 00	3,400 00	
20 Niagara Falls	*1,411 50	1,279 21	11,945 17	
21 Orillia	*1,422 99	1,733 22	13,658 00	
22 Ottawa	*1,393 00	.....	206,645 00	
23 Owen Sound	*†2,551 00	4,663 24	10,550 00	
24 Perth	*‡2,398 98	1,921 83	3,641 69	
25 Peterborough	*1,386 50	.....	12,500 00	
26 Renfrew	*†1,352 07	2,510 88	4,000 00	
27 Ridgetown	1,050 87	1,768 99	2,050 00	
28 St. Catharines	*1,410 30	2,457 20	7,325 10	
29 St. Mary's	990 73	1,186 90	2,900 00	
30 St. Thomas	*1,458 00	2,050 00	10,000 00	
31 Sarnia	1,431 20	2,978 62	13,454 75	
32 Seaforth	*1,129 55	1,881 49	2,228 86	
33 Stratford	§1,640 00	1,510 46	8,000 00	
34 Strathroy	*1,039 30	1,740 32	2,800 00	
35 Toronto (Harbord)	*1,466 80	.....	88,878 82	
36 Toronto (Jameson)	*1,454 50	.....	18,141 28	
37 Toronto (Jarvis)	*1,417 80	.....	21,298 87	
38 Vankleek Hill	*1,160 83	1,981 07	4,000 00	
39 West Toronto	1,315 22	1,585 30	9,280 00	
40 Whitby	‡2,117 63	1,617 53	2,700 00	
41 Windsor	1,434 90	1,290 21	10,346 75	
42 Woodstock	*†2,542 97	2,472 40	7,050 00	
Totals	70,008 51	74,891 30	643,943 71	

* Grant for Cadet Corps included.
† Grant for Technical Education included.
‡ Grant for Agricultural Training included.
§ Grant for Technical Education only.

AND HIGH SCHOOLS.

ancial Statement.

	ceipts.			Expenditure.	
	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites, and all permanent improvements.
	$ c.	$ c.	$ c.	$ c.	$ c.
1	903 00	711 21	6,948 12	4,442 00	211 35
2	1,917 00	1,236 77	9,539 66	7,020 00	396 16
3	2,323 75	321 04	18,095 90	11,993 25	91 75
4	3,437 60	605 50	15,914 06	11,295 08	.....
5	1,100 00	17,627 26	31,020 26	8,973 15	17,424 73
6	1,910 50	4,415 77	20,508 52	12,180 00	4,707 25
7	872 00	506 06	6,856 86	5,200 00	40 93
8	1,079 05	1,350 82	9,308 35	6,030 00	235 88
9	1,009 15	787 13	9,771 94	6,230 00	66 56
10	3,257 15	1,721 29	17,986 93	12,750 00	871 87
11	1,410 32	2,494 44	10,160 67	6,056 00	142 10
12	1,892 43	230 00	14,284 98	9,906 50	327 87
13	6,471 10	78,178 00	126,731 46	27,403 36	2,483 10
14	993 75	660 16	8,782 82	6,193 75	.....
15	5,865 20	2,590 25	19,711 35	14,544 75	890 00
16	2,058 50	188 38	12,632 81	9,891 62	1,159 51
17	4,723 00	1,141 42	45,178 80	32,100 00	833 81
18	.....	3,648 80	12,349 10	7,677 67	616 71
19	.....	958 95	8,657 88	6,511 78	79 35
20	.....	142 50	14,778 38	9,060 00	2,356 84
21	2,033 69	1,703 16	20,551 06	7,100 00	10,031 87
22	14,013 25	4,661 75	226,713 00	30,885 00	172,736 23
23	2,714 38	1,513 00	21,991 62	14,670 00	790 68
24	397 50	1,448 51	9,808 51	6,960 00	.....
25	2,509 50	38,639 01	55,035 01	12,880 00	.....
26	102 00	7,438 58	15,403 53	6,535 00	.....
27	1,061 25	357 36	6,288 47	4,630 00	78 53
28	49 00	659 44	11,901 04	8,398 67	.....
29	1,295 50	612 08	6,985 21	5,409 72	222 75
30	2,145 00	278 22	15,931 22	12,133 00	79 84
31	.....	503 70	18,368 27	8,476 49	5,610 82
32	1,334 50	1,889 63	8,464 03	5,435 00	27 00
33	2,174 00	3,114 26	16,438 72	9,328 82	153 65
34	1,100 00	567 55	7,247 17	5,302 40	279 02
35	7,583 00	522 50	98,451 12	31,546 25	.....
36	5,150 00	1,706 99	26,452 77	21,959 50	549 00
37	6,295 00	6,522 50	35,534 17	26,537 50	1,515 53
38	509 80	72 50	7,724 20	4,730 00	.....
39	2,714 50	892 45	15,787 47	11,071 00	468 43
40	568 00	318 98	7,322 14	4,827 01	.....
41	556 00	649 34	14,277 20	10,998 44	.....
42	1,684 75	4,017 11	17,767 23	9,130 00	1,981 88
	97,214 12	197,604 37	1,083,662 01	474,402 71	227,461 00

COLLEGIATE INSTITUTES

I.—Table H.—Fin-

Expenditure.—

Collegiate Institutes.—Continued.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc. typewriters, drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.
	$ c.	$ c.	$ c.
1 Aylmer	122 27	64 71	846 69
2 Barrie	139 50	.....	1,251 09
3 Berlin	166 74	291 97	3,215 72
4 Brantford	165 26	160 00	3,589 55
5 Brockville	22 77	147 85	2,648 10
6 Chatham	268 65	172 06	1,911 12
7 Clinton	160 01	179 79	983 84
8 Cobourg	42 70	465 33	1,033 27
9 Collingwood	430 39	80 45	2,628 27
10 Galt	32 91	574 91	3,757 24
11 Goderich	18 37	66 32	780 65
12 Guelph	94 06	237 28	3,719 27
13 Hamilton	570 83	815 02	6,685 84
14 Ingersoll	259 73	104 26	1,180 87
15 Kingston	499 34	134 42	2,142 48
16 Lindsay	390 41	164 84	1,026 43
17 London	2,459 99	931 25	6,524 50
18 Morrisburg	1,156 24	63 03	1,030 65
19 Napanee	148 12	74 16	1,308 31
20 Niagara Falls	100 28	318 17	2,337 49
21 Orillia	176 19	.....	1,942 53
22 Ottawa	100 37	174 10	5,848 78
23 Owen Sound	611 81	.....	3,809 13
24 Perth	204 40	.....	1,655 04
25 Peterborough	.....	.....	3,780 49
26 Renfrew	433 08	52 70	8,275 96
27 Ridgetown	264 56	343 73	971 65
28 St. Catharines	594 60	36 64	1,708 46
29 St. Mary's	118 14	24 55	915 71
30 St. Thomas	659 84	340 73	2,153 71
31 Sarnia	.....	468 66	2,637 84
32 Seaforth	71 49	158 47	905 74
33 Stratford	684 60	281 35	5,780 80
34 Strathroy	61 70	26 80	1,044 22
35 Toronto (Harbord)	456 72	2,103 98	1,982 26
36 Toronto (Jameson)	684 28	843 92	1,780 58
37 Toronto (Jarvis)	562 04	752 44	1,682 19
38 Vankleek Hill	249 67	136 37	1,251 76
39 West Toronto	505 31	291 61	2,709 48
40 Whitby	123 79	164 61	2,049 38
41 Windsor	1,125 99	90 41	1,660 08
42 Woodstock	790 14	.....	4,137 06
Totals	15,727 29	11,336 89	107,284 23

AND HIGH SCHOOLS.—Continued.

ancial Statement.—Continued.

Continued.

	Total expenditure.	Balances.	Charges per year for tuition.
	$ c.	$ c.	
1	5,687 02	1,261 10	Res. Form I, $5; others $10.
2	8,806 75	732 91	$10.
3	15,759 43	2,336 47	$10.
4	15,209 89	704 17	Res. $10; non-res. $16.
5	29,216 60	1,803 66	$5.
6	19,239 08	1,269 44	Res. (except F. I) $6; non-res. $10.
7	6,564 57	292 29	$6; $8; $10.
8	7,807 18	1,501 17	$12.
9	9,435 67	336 27	F. I Town, free; others $10.
10	17,986 93	.....	Co. $10; others $14.
11	7,063 44	3,097 23	$6; $8; $10.
12	14,284 98	.....	Res. free; Co. and adj. Cos. $10; others $20.
13	37,958 15	88,773 31	Jr. Lower $2.50; other res. $10; non-res. $25.
14	7,738 61	1,044 21	$7.50.
15	18,210 99	1,500 36	Res. 1st yr. free; other yrs. $15 & $30; non-res. $20 & $30.
16	12,632 81	.....	Town and Co. and adj. Cos. $7.50 and $10; others $20.
17	42,849 55	2,329 25	City 1st yr. free; City and Co. $10; others $30.
18	10,544 30	1,804 80	Free.
19	8,121 72	536 16	Town and Co. free; others $10.
20	14,172 78	605 60	Free.
21	19,250 59	1,300 47	Town $5; others $10.
22	203,744 48	16,968 52	Res. $20 and $25; non-res. $45 and $50.
23	19,881 62	2,110 00	Res. $8 to $12; others $10.
24	8,819 44	989 07	Co. $5; non-res. $16.
25	16,660 49	38,374 52	Res. F. I free, F. II $5, F. III $8, F. IV $10; non-res. $25.
26	15,296 74	106 79	Inside Co. free; outside $15.
27	6,288 47	.....	Res. $6; Co. and non-res. $10.
28	10,738 37	1,162 67	Res. and Co. free; others $16.
29	6,690 87	294 34	Res. $5; others $10.
30	15,367 12	564 10	H. S. D. 1st yr. free; other yrs. & Co. $10; other Cos. $30.
31	17,193 81	1,174 46	Free.
32	6,597 70	1,866 33	$6; $8; $10.
33	16,229 22	209 50	$10.
34	6,714 14	533 03	Town F. I free; others $10.
35	36,089 21	62,361 91	$6; $15; $21; $27.
36	25,817 28	635 49	
37	31,049 70	4,484 47	
38	6,367 80	1,356 40	H. S. D., Co. and adjoining Cos. free; others $10.
39	15,045 83	741 64	$10 and $15.
40	7,164 79	157 35	Res. $6; Co. $6.75; others $10.
41	13,874 92	402 28	City and Co. free; others $30.
42	16,039 08	1,728 15	First year free; others $7.50.
	836,212 12	247,449 89	9 free; 33 not free.

COLLEGIATE INSTITUTES AND
I.—Table H.—Financial

High Schools.	Legislative Grants.	Municipal Grants (county).	Municipal Grants (local).	Re-
	$ c.	$ c.	$ c.	
1 Alexandria	748 05	908 23	2,552 00	
2 Almonte	797 16	797 16	2,435 10	
3 Arnprior	768 89	768 89	2,500 00	
4 Arthur	*796 59	† 1,201 79	950 00	
5 Athens	785 26	2,395 06	1,501 12	
6 Aurora	691 25	830 00	600 00	
7 Beamsville	529 63	720 00	725 00	
8 Belleville	923 72	300 00	6,530 61	
9 Bowmanville	897 09	1,979 02	2,050 00	
10 Bradford	686 38	921 29	600 00	
11 Brampton	1,022 18	2,125 33	2,400 00	
12 Brighton	545 59	1,091 54	850 00	
13 Caledonia	730 63	1,848 06	1,600 00	
14 Campbellford	864 90	1,625 74	2,449 00	
15 Carleton Place	795 34	795 34	2,389 50	
16 Cayuga	626 73	1,522 64	1,050 00	
17 Chesley	767 16	1,278 71	1,900 00	
18 Colborne	509 75	752 78	1,620 70	
19 Cornwall	*1,329 00	3,434 43	8,536 05	
20 Deseronto	723 40	723 40	2,100 00	
21 Dundas	*754 84	1,104 84	850 00	
22 Dunnville	812 59	3,269 84	1,398 16	
23 Dutton	699 73	2,130 88	500 00	
24 Elora	576 30	854 44	1,200 00	
25 Essex	††2,229 88	1,379 48	2,300 00	
26 Fergus	732 08	1,082 61	1,900 00	
27 Forest	676 22	1,659 88	1,200 00	
28 Fort William	*1,920 74	.....	7,329 31	
29 Gananoque	931 44	1,181 44	3,230 86	
30 Georgetown	793 35	1,484 41	.....	
31 Glencoe	712 60	1,201 31	.....	
32 Gravenhurst	1,329 34	.....	1,485 00	
33 Grimsby	515 47	750 00	200 00	
34 Hagersville	669 36	500 00	900 00	
35 Harriston	700 84	1,005 54	1,382 43	
36 Hawkesbury	649 09	1,425 73	1,105 93	
37 Iroquois	841 30	2,334 62	1,800 00	
38 Kemptville	830 84	1,699 39	5,500 00	
39 Kenora	1,472 28	.....	3,000 00	
40 Kincardine	1,027 77	1,616 25	3,000 00	
41 Leamington	762 68	1,575 23	8,500 00	
42 Listowel	804 49	1,137 06	1,905 07	
43 Lucan	755 51	1,236 70	1,000 00	
44 Madoc	663 74	1,313 74	850 00	
45 Markham	831 99	1,900 54	550 00	
46 Meaford	1,066 34	2,832 19	3,200 00	
47 Midland	850 83	850 83	3,975 00	
48 Mitchell	689 98	956 00	1,400 00	
49 Mount Forest	*846 68	1,219 53	1,400 00	
50 Newburgh	633 35	1,855 00	725 00	
51 Newcastle	529 85	529 85	298 13	
52 Newmarket	772 54	876 64	1,250 00	
53 Niagara	486 54	700 00	900 00	
54 Niagara Falls South	645 12	645 12	1,000 00	
55 North Bay	1,511 48	.....	6,144 02	
56 Norwood	666 00	1,063 41	799 96	

* Grant for Cadet Corps included.
† Grant for Technical Education included.
‡ Grant for Agricultural Training included.

HIGH SCHOOLS.—Continued.

Statement.—Continued.

	ceipts.			Expenditure.	
	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites and all permanent improvements.
	$ c.	$ c.	$ c.	$ c.	$ c.
1	.....	1,369 08	5,577 36	3,340 00	10 25
2	314 00	99 06	4,442 48	3,611 00	.....
3	167 00	1,874 07	6,078 85	3,975 00	269 61
4	966 05	241 06	4,155 49	2,931 50	381 50
5	433 25	1,039 04	6,153 73	3,680 00	.....
6	750 00	64 58	2,935 83	2,217 50	.....
7	.....	641 00	2,615 63	1,650 00	.....
8	184 70	.....	7,939 03	6,385 73	.....
9	212 60	276 28	5,414 99	4,149 53	157 73
10	939 75	578 45	3,725 87	2,535 00	.....
11	1,294 00	263 04	7,104 55	5,850 00	204 70
12	.....	861 76	3,348 89	1,812 10	.....
13	89 00	676 88	4,944 57	3,310 15	.....
14	374 85	939 69	6,254 18	4,199 96	.....
15	205 00	942 41	5,127 59	4,093 00	211 16
16	.....	80 45	3,279 82	2,640 00	55 38
17	840 00	741 55	5,527 42	3,816 61	41 46
18	.....	2,647 05	5,530 28	1,675 00	672 41
19	....	1,676 10	14,975 58	8,258 26	300 00
20	.....	398 19	3,944 99	2,800 00	.....
21	647 00	334 71	3,691 39	2,736 75	.....
22	.....	143 88	5,624 47	4,242 06	213 37
23	1,147 00	2,467 98	6,945 59	3,181 23	316 59
24	368 07	13 34	3,012 15	2,393 12	110 00
25	.....	273 99	6,183 35	4,776 00	.....
26	480 00	1,294 28	5,488 97	3,250 55	.....
27	.....	738 51	4,274 61	2,530 00	80 00
28	.....	896 93	10,146 98	6,266 40	1,058 08
29	151 50	106 00	5,601 24	4,153 47	.....
30	1,109 25	1,101 95	4,488 96	3,740 00	106 88
31	661 00	702 87	3,277 78	2,603 12	41 00
32	463 25	251 12	3,528 71	2,245 00	225 00
33	.....	926 50	2,391 97	2,115 00	.....
34	.....	1,633 43	3,702 79	2,435 58	.....
35	834 50	30 00	3,953 31	3,019 00	109 00
36	.....	29 00	3,209 75	2,565 00	.....
37	.....	1,382 44	6,358 36	4,031 00	27 00
38	538 00	1,150 55	9,718 78	4,146 44	1,774 12
39	.....	.....	4,472 28	3,600 00	.....
40	1,088 00	179 89	6,911 91	5,058 22	.....
41	44 50	890 27	11,772 68	4,020 00	6,786 50
42	1,468 00	79 80	5,394 42	3,770 00	1,114 42
43	1,055 50	683 31	4,731 02	3,341 00	14 35
44	.....	1,407 63	4,235 11	2,830 28	82 36
45	1,656 00	922 47	5,861 00	4,374 00	.....
46	805 00	833 08	8,736 61	5,049 99	863 44
47	667 25	267 08	6,610 99	4,080 00	459 98
48	690 85	72 32	3,809 15	2,815 00	139 01
49	698 75	419 86	4,584 82	3,109 00	.....
50	42 00	739 42	3,994 77	2,575 00	.....
51	.....	429 18	1,787 01	1,445 94	10 00
52	1,004 25	101 64	4,005 07	2,985 00	118 54
53	.....	329 18	2,415 72	1,425 00	367 00
54	.....	5,248 26	7,538 50	2,453 76	.....
55	.....	.....	7,655 50	3,726 00	469 18
56	601 00	622 91	3,753 28	2,508 04	.....

COLLEGIATE INSTITUTES AND

I.—Table H.—Financial

High Schools—Continued.	Expenditure— Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.
	$ c.	$ c.	$ c.
1 Alexandria	53 50	.....	817 15
2 Almonte	.....	.....	831 48
3 Arnprior	.....	.....	684 49
4 Arthur	28 72	169 42	644 35
5 Athens	.....	28 80	699 48
6 Aurora	45 55	70 98	404 51
7 Beamsville	6 05	.....	749 53
8 Belleville	.....	105 75	1,447 55
9 Bowmanville	48 76	107 22	951 75
10 Bradford	22 84	63 50	415 61
11 Brampton	32 72	120 63	804 97
12 Brighton	371 37	68 22	422 83
13 Caledonia	18 40	45 05	1,570 97
14 Campbellford	30 74	35 75	1,060 89
15 Carleton Place	.....	63 00	612 91
16 Cayuga	60 11	20 50	341 40
17 Chesley	129 60	93 31	680 88
18 Colborne	5 00	68 85	592 74
19 Cornwall	428 12	66 25	1,857 08
20 Deseronto	25 76	19 55	792 32
21 Dundas	179 88	93 93	662 92
22 Dunnville	298 62	104 43	765 99
23 Dutton	.....	52 84	683 53
24 Elora	40 05	62 24	336 12
25 Essex	277 23	86 72	870 71
26 Fergus	335 30	121 33	490 26
27 Forest	.....	40 00	781 47
28 Fort William	55 24	341 70	2,425 56
29 Gananoque	230 77	42 67	1,174 33
30 Georgetown	2 20	73 48	566 40
31 Glencoe	7 25	40 00	586 41
32 Gravenhurst	.....	31 18	900 88
33 Grimsby	.....	.....	275 77
34 Hagersville	13 69	.....	1,188 15
35 Harriston	96 56	193 54	529 21
36 Hawkesbury	.....	136 06	508 69
37 Iroquois	.....	8 50	1,195 06
38 Kemptville	95 89	242 70	2,233 75
39 Kenora	.....	.....	872 28
40 Kincardine	193 50	43 39	832 14
41 Leamington	15 30	98 39	733 17
42 Listowel	.....	10 00	500 00
43 Lucan	71 56	27 93	649 55
44 Madoc	59 20	38 00	422 24
45 Markham	588 79	111 22	730 77
46 Meaford	235 35	294 33	1,434 92
47 Midland	111 20	145 29	1,812 66
48 Mitchell	43 26	78 95	628 60
49 Mount Forest	131 94	.....	1,283 62
50 Newburgh	46 50	158 85	659 76
51 Newcastle	19 83	31 52	279 72
52 Newmarket	.....	31 47	843 18
53 Niagara	16 79	36 12	381 43
54 Niagara Falls South	909 98	127 07	409 69
55 North Bay	234 50	264 97	1,005 48
56 Norwood	162 34	49 58	647 45

HIGH SCHOOLS.—Continued.

Statement.—Continued.

	Continued.		
	Total expenditure.	Balances.	Charges per year for tuition.
	$ c.	$ c.	
1	4,220 90	1,356 46	Free.
2	4,442 48	.....	Res. $1; non-res. $6.
3	4,929 10	1,149 75	Res. free; non-res. $10.
4	4,155 49	.....	$10.
5	4,408 28	1,745 45	Res. free; Co. $5; others $10.
6	2,738 54	197 29	$10.
7	2,405 58	210 05	Free.
8	7,939 03	.....	Res. free; non-res. $10.
9	5,414 99	.....	Form I $3; F. II $6; F.'s III and IV $7.50.
10	3,036 95	688 92	Res. 1st yr. free; all others $10.
11	7,013 02	91 53	$10.
12	2,674 52	674 37	Free.
13	4,944 57	.....	Village and Co. free; others $4.50.
14	5,327 34	926 84	$6.
15	4,980 07	147 52	H. S. D. free; Lanark and Carleton Cos. $5; others $10.
16	3,117 39	162 43	Free.
17	4,761 86	765 56	$10.
18	3,014 00	2,516 28	Free.
19	10,909 71	4,065 87	Free.
20	3,637 63	307 36	Free.
21	3,673 48	17 91	H. S. D. $9.50; Co. $10.
22	5,624 47	....	Free.
23	4,234 19	2,711 40	$10.
24	2,941 53	70 62	Res. $5; non-res. $10.
25	6,010 66	172 69	Town and Co. free; others $10.
26	4,197 44	1,291 53	Village free; Co. and others $10.
27	3,431 47	843 14	Free.
28	10,146 98	.....	Free.
29	5,601 24	.....	Free; Co. and non-res. $5.
30	4,488 96	.....	Form I $7; others $10.
31	3,277 78	.....	$10.
32	3,402 06	126 65	Form I $5; other F.'s $10.
33	2,390 77	1 20	Free.
34	3,637 42	65 37	Free.
35	3,947 31	6 00	$10.
36	3,209 75	.....	Free.
37	5,261 56	1,096 80	Free.
38	8,492 90	1,225 88	H. S. D. free; Co. $5; others $25.
39	4,472 28	.....	Free.
40	6,127 25	784 66	H. S. D. $8; others $10.
41	11,653 36	119 32	Town and Co. free; others $10.
42	5,394 42	.....	H.S.D. 1st yr. free if no language taken, otherwise $9; all others $10.
43	4,104 39	626 63	$10.
44	3,432 08	803 03	Free.
45	5,804 78	56 22	$10.
46	7,878 03	858 58	Town 1st yr. $5; other yrs. $8; all others $10.
47	6,609 13	1 86	Res. $5; non-res. $10.
48	3,704 82	104 33	H. S. D. $6; non-res. $10.
49	4,524 56	60 26	Res. Form I free; others $10.
50	3,440 11	554 66	Res. and Co. free; others $10.
51	1,787 01	.....	Free.
52	3,978 19	26 88	$10.
53	2,226 34	189 38	Free.
54	3,900 50	3,638 00	Free.
55	5,700 13	1,955 37	Free.
56	3,367 41	385 87	$6.

COLLEGIATE INSTITUTES
I.—Table H.—Financial

High Schools.—Continued.	Legislative Grants.	Municipal Grants (county).	Municipal Grants(local).	Re-
	$ c.	$ c.	$ c.	
57 Oakville	663 07	1,882 52	1,500 00	
58 Omemee	470 24	529 17	858 07	
59 Orangeville	*1,005 27	1,845 88	1,750 00	
60 Oshawa	917 94	2,067 08	3,305 00	
61 Paris	814 68	814 68	2,600 00	
62 Parkhill	784 77	784 77	1,850 00	
63 Pembroke	891 82	891 82	4,643 55	
64 Penetanguishene	722 09	1,393 07	2,500 00	
65 Petrolea	838 46	1,993 13	.....	
66 Picton	‡2,139 95	2,781 92	5,000 00	
67 Plantagenet	579 43	1,387 23	600 00	
68 Port Arthur	1,619 42	.....	5,250 00	
69 Port Dover	521 50	736 23	459 47	
70 Port Elgin	659 90	989 09	1,300 00	
71 Port Hope	1,018 63	2,720 33	2,231 83	
72 Port Perry	794 79	1,721 10	1,348 00	
73 Port Rowan	468 35	700 00	1,228 07	
74 Prescott	*807 52	595 20	3,400 00	
75 Richmond Hill	651 77	967 00	200 00	
76 Rockland	598 82	1,039 11	1,500 00	
77 Sault Ste. Marie	†6,792 56	.....	5,000 00	
78 Simcoe	984 62	2,154 75	3,294 58	
79 Smith's Falls	829 48	612 65	4,181 38	
80 Smithville	506 01	1,100 00	1,300 00	
81 Stirling	619 09	1,252 34	982 77	
82 Streetsville	614 46	1,603 67	425 00	
83 Sudbury	.....	.....	3,300 00	
84 Sydenham	667 91	2,700 00	.....	
85 Thorold	551 93	551 33	1,200 00	
86 Tillsonburg	789 78	1,376 96	1,300 00	
87 Toronto, East	755 05	765 96	5,844 19	
88 Toronto, North-West	.....	.....	4,650 27	
89 Toronto, Technical	1,670 00	.....	35,387 00	
90 Toronto, Riverdale	670 17	.....	69,678 87	
91 Trenton	817 04	888 61	3,116 34	
92 Uxbridge	*776 51	1,402 19	1,900 00	
93 Vienna	504 05	704 05	550 00	
94 Walkerton	858 50	1,219 55	2,000 00	
95 Wardsville	480 35	480 35	546 72	
96 Waterdown	580 61	1,125 47	1,150 00	
97 Waterford	693 66	1,542 40	1,000 00	
98 Watford	730 91	2,117 76	750 00	
99 Welland	837 15	1,972 46	3,000 00	
100 Weston	676 74	750 00	1,200 00	
101 Wiarton	672 93	1,301 45	1,250 00	
102 Williamstown	738 43	1,665 69	2,176 14	
103 Wingham	822 41	1,600 00	1,945 66	
1 Totals, High Schools	88,540 65	124,118 88	316,170 86	
2 Totals, Collegiate Institutes	70,008 51	74,891 30	643,943 71	
3 Grand Totals, 1908	158,549 16	199,010 18	960,114 57	
4 Grand Totals, 1907	158,549 18	179,805 72	943,886 36	
5 Increases	.....	19,204 46	16,228 21	
6 Decrease	02	.....	.....	
7 Percentages	7.92	9.94	47.97	

* Grant for Cadet Corps included.
† Grant for Technical Education included.
‡ Grant for Agricultural Training included.

AND HIGH SCHOOLS.—Continued.
Statement.—Continued.

	ceipts.			Expenditure.	
	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.	Buildings, sites, and all permanent improvements.
	$ c.	$ c.	$ c.	$ c.	$ c.
57	376 50	26,071 04	30,493 13	3,000 00	.....
58	331 00	94 04	2,282 52	1,650 00	32 86
59	1,270 25	454 62	6,326 02	4,810 00	254 41
60	597 25	359 30	7,246 57	5,387 47	204 65
61	328 79	481 24	5,039 39	3,925 00	.....
62	972 47	68 00	4,460 01	3,549 16	.....
63	.....	5 31	6,432 50	4,548 07	724 16
64	.....	267 32	4,882 48	2,700 00	386 30
65	.....	4,961 00	7,792 59	4,250 00	21 00
66	38 77	154 59	10,115 23	6,097 33	783 85
67	.....	851 18	3,417 84	1,898 25	286 18
68	.....	44 25	6,913 67	5,070 00	.....
69	.....	153 15	1,870 35	1,600 00	.....
70	414 00	176 43	3,539 42	2,690 00	.....
71	758 00	113 00	6,841 79	5,285 32	.....
72	221 25	244 57	4,329 71	3,640 00	.....
73	.....	.....	2,396 42	1,526 61	.....
74	148 00	171 71	5,122 43	3,599 84	155 00
75	900 50	587 69	3,306 96	2,321 15	.....
76	78 00	65 60	3,281 53	2,400 00	59 04
77	1,580 00	4,668 50	18,041 06	5,176 50	257 25
78	.....	91 42	6,525 37	5,250 75	.....
79	275 00	3,500 00	9,398 51	4,620 00	3,946 16
80	.....	647 33	3,553 34	1,828 00	17 93
81	.....	954 60	3,808 80	2,357 37	1 05
82	279 50	1,090 05	4,012 68	2,250 00	.....
83	80 00	2,282 37	5,662 37	3,240 00	1,396 86
84	586 00	126 06	4,079 97	2,690 62	22 05
85	.....	646 96	2,950 22	1,850 00	326 06
86	765 50	711 87	4,944 11	3,508 15	37 00
87	974 00	48 47	8,387 67	3,990 00	2,085 76
88	893 00	.....	5,543 27	4,805 00	.....
89	6,545 20	218,464 58	262,066 78	36,269 64	.....
90	2,316 17	18,874 00	91,539 21	8,165 00	16,732 21
91	.....	1,366 70	6,188 69	3,658 17	171 56
92	759 87	402 94	5,241 51	3,305 00	220 00
93	.....	597 10	2,355 20	1,450 00	110 46
94	768 50	393 18	5,239 73	3,661 34	.....
95	271 25	602 35	2,381 02	1,358 10	20 50
96	220 00	62 80	3,138 88	2,110 00	.....
97	.....	589 25	3,825 31	2,590 35	.....
98	405 50	1,942 91	5,947 08	3,220 00	.....
99	.....	2,050 82	7,860 43	4,466 63	127 01
100	827 50	261 52	3,715 76	2,891 00	167 27
101	356 00	2,130 00	5,710 38	2,725 00	88 57
102	.....	30 00	4,610 26	2,416 50	47 75
103	1,154 00	358 42	5,880 49	4,225 00	.....
1	48,482 64	340,331 76	917,644 79	386,552 61	45,472 92
2	97,214 12	197,604 37	1,083,662 01	474,402 71	227,461 00
3	145,696 76	537,936 13	2,001,306 80	860,955 32	272,933 92
4	138,395 95	190,916 24	1,611,553 45	783,782 05	193,974 88
5	7,300 81	347,019 89	389,753 35	77,173 27	78,959 04
6	.....	.....	.....	.....	.....
7	7.28	26.88	.....	62.12	19.69

Cost per pupil, enrolled attendance, $13.42; average attendance, $69.77.

COLLEGIATE INSTITUTES
I.—Table H.—Financial

High Schools.—Continued.	Expenditure— Repairs to school accommodations.	Library, scientific apparatus, maps, etc., typewriters, drawing models, and equipment for physical education.	School books, stationery, prizes, fuel, examinations, and other expenses.
	$ c.	$ c.	$ c.
57 Oakville	21 61	50 79	491 98
58 Omemee	.....	212 69	386 97
59 Orangeville	.....	127 68	849 71
60 Oshawa	.....	95 53	1,071 19
61 Paris	36 00	118 31	623 03
62 Parkhill	227 17	76 40	582 48
63 Pembroke	73 17	89 21	997 89
64 Penetanguishene	27 09	50 25	1,436 99
65 Petrolea	115 55	49 46	741 45
66 Picton	28 22	756 98	1,821 48
67 Plantagenet	.....	263 08	699 09
68 Port Arthur	86 25	196 69	1,443 51
69 Port Dover	.....	67 26	203 09
70 Port Elgin	.....	326 85	484 80
71 Port Hope	169 80	415 15	971 52
72 Port Perry	30 43	80 50	541 16
73 Port Rowan	114 92	490 45	264 44
74 Prescott	.....	90 00	1,163 70
75 Richmond Hill	16 47	167 94	378 78
76 Rockland	18 50	153 22	581 01
77 Sault Ste. Marie	.....	38 61	1,670 77
78 Simcoe	109 88	251 74	913 00
79 Smith's Falls	52 81	279 56	499 98
80 Smithville	67 72	151 18	290 70
81 Stirling	68 50	8 00	390 81
82 Streetsville	156 35	128 78	274 40
83 Sudbury	.....	289 93	735 58
84 Sydenham	837 45	109 74	420 11
85 Thorold	.....	60 30	570 44
86 Tillsonburg	110 14	78 94	901 32
87 Toronto, East	.....	321 64	691 57
88 Toronto, North-West	18 50	607 21	112 56
89 Toronto, Technical	943 72	1,343 78	7,219 39
90 Toronto, Riverdale	737 36	2,402 41	1,212 77
91 Trenton	154 57	64 08	628 41
92 Uxbridge	52 61	424 38	1,239 52
93 Vienna	.....	62 05	220 75
94 Walkerton	107 89	124 97	528 84
95 Wardsville	18 67	81 18	832 94
96 Waterdown	20 50	63 50	672 41
97 Waterford	183 70	50 21	494 40
98 Watford	347 16	.....	901 30
99 Welland	.....	383 95	955 84
100 Weston	71 24	105 15	481 10
101 Wiarton	57 55	93 93	2,737 93
102 Williamstown	.....	.....	1,597 14
103 Wingham	144 57	50 00	1,156 54
1 **Totals, High Schools**	11,006 03	15,818 84	90,769 55
2 **Totals, Collegiate Institutes**	15,727 29	11,336 89	107 284 23
3 **Grand Totals, 1908**	26,733 32	27,155 73	198,053 78
4 **Grand Totals, 1907**	23,292 66	17,840 95	194,807 08
5 **Increases**	3,440 66	9,314 78	3,246 70
6 **Decreases**	.....	.....	.....
7 Percentages	1.93	1.96	14.29

AND HIGH SCHOOLS.—Continued.
Statement.—Concluded.

Continued.

	Total expenditure.	Balances.	Charges per year for tuition.
	$ c.	$ 1.	
57	3,564 38	26,928 75	$5 to $8.50.
58	2,282 52	.....	H. S. D. free; others $10.
59	6,041 80	284 22	H. S. D. $9; others $10.
60	6,758 84	487 73	Form I free; all others $7.50.
61	4,702 34	337 05	Res. free; non-res. $20.
62	4,435 21	24 80	Town $6, $8; others $10.
63	6,432 50	.....	Free.
64	4,600 63	281 85	Free
65	5,177 46	2,615 13	Free.
66	9,487 86	627 37	Res. free.
67	3,146 60	271 24	Free.
68	6,796 45	117 22	Free.
69	1,870 35	.....	Free.
70	3,501 65	37 77	Village $6.50; others $10.
71	6,841 79	.....	Co. free; H. S. D. and others $9.
72	4,292 09	37 62	$7.50.
73	2,396 42	.....	Free.
74	5,008 54	113 89	Res. free; others $5.
75	2,884 34	422 62	$10.
76	3,211 77	69 76	Province free; others $20.
77	7,143 13	10,897 93	$10.
78	6,525 37	.....	H. S. D. and Co. free; others $10.
79	9,398 51	.....	Town free; others $5.
80	2,355 53	1,197 81	Free.
81	2,825 73	983 07	Free.
82	2,809 53	1,203 15	$7.50.
83	5,662 37	.....	Res. free; non-res. $10.
84	4,079 97	.....	L. and M. Schs., Co. $5; outside Co. $6; U. Sch. $12 to all.
85	2,806 80	143 42	Free.
86	4,635 55	308 56	L. and M. Schs. $7.50; U. Sch. $10.
87	7,088 97	1,298 70	Res. and Co. $10; others $20.
88	5,543 27	.....	$6; $15; $21; $27. [per term.
89	45,776 53	216,290 25	1st yr. free; 2nd $9; 3rd $15; specials $2 per subject
90	29,249 75	62,289 46	$6; $15; $21; $27.
91	4,676 79	1,511 90	Free.
92	5,241 51	.....	Town $5; all others $7.50.
93	1,843 26	511 94	Free.
94	4,423 04	816 69	$10.
95	2,311 39	69 63	H. S. D. $7.50; Co. $10.
96	2,866 41	272 47	$5.
97	3,318 66	506 65	Free.
98	4,468 46	1,478 62	Res. $10; others free.
99	5,933 43	1,927 00	Free.
100	3,715 76	.....	$10.
101	5,702 98	7 40	$5.
102	4,061 39	548 87	Free.
103	5,576 11	304 38	$6; $8; $10.
1	549,619 95	368,024 84	55 free; 48 not free.
2	836,212 12	247,449 89	9 free; 33 not free.
3	1,385,832 07	615,474 73	64 free; 81 not free.
4	1,213,697 62	397,855 83	62 free; 81 not free.
5	172,134 45	217,618 90	2 free.
6	.....	.....	
7	.....	.....	44.13 free; 55.86 not free.

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools, and

Collegiate Institutes.	Pupils.				Number of Pupils in—			Number of Pupils from—		
	Boys.	Girls.	Totals.	Average Attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.
1 Aylmer	65	94	159	101	101	44	14	52	107	.....
2 Barrie	138	135	273	176	140	94	39	163	105	5
3 Berlin	169	133	302	198	199	77	26	172	127	3
4 Brantford	248	251	499	309	317	138	44	354	124	21
5 Brockville	161	198	359	235	210	106	43	275	82	2
6 Chatham	229	260	489	310	311	150	28	341	139	9
7 Clinton	78	85	163	102	70	70	23	84	76	3
8 Cobourg	92	93	185	135	124	43	18	111	70	4
9 Collingwood	115	114	229	131	140	67	22	159	45	25
10 Galt	186	209	395	248	269	111	15	237	122	36
11 Goderich	96	146	242	149	139	59	44	140	100	2
12 Guelph	202	216	418	258	262	109	47	307	86	25
13 Hamilton	532	488	1,020	647	588	275	157	878	113	29
14 Ingersoll	114	108	222	136	108	102	12	96	83	43
15 Kingston	259	286	545	347	301	218	26	447	85	13
16 Lindsay	182	165	347	201	201	111	35	208	101	38
17 London	554	600	1,154	703	826	232	96	927	221	6
18 Morrisburg	76	100	176	110	85	70	21	82	93	1
19 Napanee	113	154	267	170	152	83	32	127	134	6
20 Niagara Falls	149	183	332	206	240	60	32	261	49	22
21 Orillia	170	199	369	239	237	107	25	189	112	68
22 Ottawa	562	443	1,005	644	779	176	50	928	40	37
23 Owen Sound	231	301	532	323	302	169	61	301	180	51
24 Perth	107	111	218	149	121	82	15	120	96	2
25 Peterborough	215	232	447	288	327	83	37	396	51	.....
26 Renfrew	103	120	223	169	130	74	19	119	97	7
27 Ridgetown	102	125	227	140	151	51	25	98	126	3
28 St. Catharines	162	176	338	197	235	74	29	214	119	5
29 St. Mary's	128	139	267	173	117	117	33	123	69	75
30 St. Thomas	183	276	459	291	383	60	16	353	106	.....
31 Sarnia	133	210	343	222	234	81	28	266	74	3
32 Seaforth	97	123	220	156	122	74	24	91	112	17
33 Stratford	205	201	406	245	242	110	54	294	83	29
34 Strathroy	85	115	200	125	101	79	20	112	85	3
35 Toronto (Harbord)	363	396	759	478	404	257	98	759	.....	.....
36 Toronto (Jameson)	311	276	587	381	401	135	51	525	38	24
37 Toronto (Jarvis)	345	356	701	450	432	201	68	690	8	3
38 Vankleek Hill	87	124	211	138	147	48	16	67	105	39
39 West Toronto	185	226	411	245	286	99	26	263	76	72
40 Whitby	78	112	190	122	90	82	18	114	75	1
41 Windsor	181	214	395	242	326	55	14	311	81	3
42 Woodstock	171	194	365	222	256	67	42	230	131	4
Totals	7,962	8,687	16,649	10,511	10,606	4,500	1,543	11,984	3,926	739

AND HIGH SCHOOLS.—Continued.

in the Various Subjects, etc.—Continued.

	Occupation of Parents.						Number of Pupils in the Various Subjects.									
	Commercial.	Agricultural.	Professions.	Mechanical occupations.	Labouring.	Other Callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.	Modern History.	Geography.
1	27	101	6	19	6	.....	149	159	157	149	159	47	14	14	115
2	87	87	25	71	.....	3	246	263	263	246	191	98	30	12	210
3	139	25	62	58	7	11	276	289	296	82	130	62	6	6	141
4	140	115	51	144	31	18	458	477	472	241	241	295	15	11	269
5	50	80	20	121	68	20	340	353	353	222	230	118	17	7	265
6	126	127	76	115	16	29	355	489	489	355	461	150	28	28	311
7	52	63	12	27	5	4	125	161	161	148	115	56	12	5	98
8	45	50	17	25	34	14	165	177	177	165	177	20	12	12	131
9	52	56	23	30	48	20	214	228	227	203	203	65	18	12	140
10	62	67	21	192	34	19	309	395	395	115	327	111	15	15	269
11	45	90	25	62	12	8	139	235	235	196	196	70	32	17	139
12	139	100	41	99	20	19	262	418	418	296	209	109	23	24	262
13	342	111	116	316	45	90	863	1,020	1,020	863	863	355	84	56	863
14	44	100	14	48	6	10	179	219	208	214	216	45	9	5	166
15	173	72	60	116	56	68	417	532	532	258	311	115	4	4	365
16	130	81	27	42	28	39	320	320	347	320	340	120	21	6	196
17	492	197	113	303	22	27	771	1,145	1,145	1,093	1,132	259	37	22	847
18	26	82	10	29	12	17	155	174	174	155	110	78	18	6	111
19	43	122	30	28	22	22	215	257	256	162	130	54	20	11	197
20	77	60	32	102	46	15	240	329	329	240	329	60	17	8	240
21	104	99	43	83	.....	40	283	360	360	331	201	109	14	17	316
22	287	40	148	182	64	284	864	993	991	565	689	134	25	12	629
23	186	144	39	104	36	23	450	508	508	460	490	169	48	41	450
24	26	80	14	40	38	20	179	215	215	208	215	54	7	7	179
25	90	49	68	72	96	72	426	443	443	327	181	97	19	11	372
26	25	90	4	43	42	19	160	223	218	204	204	76	13	13	152
27	53	108	16	23	18	9	212	227	227	212	218	60	20	12	164
28	72	46	35	80	50	55	206	330	330	309	309	74	15	17	309
29	55	126	19	27	37	3	202	262	262	214	250	121	23	26	155
30	169	106	17	88	53	26	443	459	459	171	177	76	16	16	342
31	121	64	23	110	23	2	271	341	341	294	294	81	17	6	185
32	29	108	27	28	11	17	152	210	191	135	117	76	14	12	109
33	95	91	45	136	7	32	306	400	400	306	338	109	27	22	197
34	40	94	21	40	5	.....	192	197	198	152	145	88	15	15	155
35	250	.....	125	125	.....	259	689	759	759	514	358	297	40	40	660
36	298	11	84	86	43	65	410	587	587	350	325	116	18	8	361
37	240	30	135	174	52	70	578	694	694	208	518	264	30	15	422
38	31	127	16	17	6	14	197	211	211	187	191	54	14	11	146
39	125	45	28	162	21	30	368	408	408	228	229	47	9	8	337
40	38	66	18	29	31	8	145	185	185	185	185	90	12	4	112
41	146	31	33	134	30	21	315	392	385	227	232	56	4	5	180
42	107	99	21	78	41	19	293	344	344	323	344	119	21	19	330
	4,878	3,440	1,760	3,808	1,222	1,541	13,539	16,388	16,370	11,833	12,280	4,654	853	618	11,597

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools,

Collegiate Institutes.	Number of Pupils in the Various Subjects.—Continued.									
	Reading.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.
1 Aylmer	115	149	157	159	14	117	40	138	3	115
2 Barrie	193	245	266	194	32	170	26	219	9	161
3 Berlin	162	211	269	142	18	97	158	215	2	110
4 Brantford	386	499	400	394	27	392	74	330	17	78
5 Brockville	210	287	341	150	34	264	59	261	10	209
6 Chatham	489	355	383	345	26	242	31	305	37	231
7 Clinton	98	128	126	159	19	79	12	145	8	106
8 Cobourg	124	163	172	172	9	133	14	118	2	89
9 Collingwood	140	206	208	207	21	102	36	175	6	124
10 Galt	269	304	322	313	15	266	109	215	5	251
11 Goderich	139	139	159	142	37	101	45	115	4	137
12 Guelph	187	262	340	256	47	269	112	295	19	13
13 Hamilton	588	863	998	993	133	622	252	889	30	650
14 Ingersoll	142	212	186	147	10	123	8	109	....	80
15 Kingston	388	469	448	337	25	388	97	389	18	246
16 Lindsay	204	320	292	238	27	228	25	235	12	176
17 London	847	960	813	503	64	695	112	643	17	753
18 Morrisburg	111	155	167	167	18	99	11	140	5	91
19 Napanee	151	201	229	131	24	127	55	199	3	168
20 Niagara Falls	240	240	329	199	28	172	26	178	11	146
21 Orillia	257	280	293	282	18	228	28	241	2	171
22 Ottawa	722	861	879	597	91	889	153	695	27	580
23 Owen Sound	302	450	473	473	55	302	35	309	7	270
24 Perth	152	179	213	158	9	101	25	164	14	109
25 Peterborough	372	372	352	352	27	289	46	300	5	305
26 Renfrew	130	160	216	209	11	132	15	144	7	111
27 Ridgetown	164	212	165	165	22	74	15	160	2	22
28 St. Catharines	235	309	332	229	17	125	18	140	20	129
29 St. Mary's	149	245	258	198	22	164	25	234	13	175
30 St. Thomas	342	443	355	239	16	154	41	157	2	328
31 Sarnia	234	271	239	239	27	191	27	201	7	96
32 Seaforth	122	152	210	148	14	161	16	198	8	122
33 Stratford	267	352	306	306	48	216	93	264	10	74
34 Strathroy	131	153	171	123	17	121	29	141	5	99
35 Toronto (Harbord)	660	623	703	702	65	720	390	641	69	480
36 Toronto (Jameson)	361	518	580	583	34	537	124	506	31	394
37 Toronto (Jarvis)	602	588	676	674	59	685	210	678	42	410
38 Vankleek Hill	160	201	195	195	13	92	13	147	6	140
39 West Toronto	320	368	343	223	18	185	53	241	11	188
40 Whitby	112	145	190	141	20	79	15	104	7	116
41 Windsor	326	351	284	171	8	208	25	193	2	220
42 Woodstock	344	352	261	295	27	222	53	217	2	115
Totals	11,647	13,953	14,299	12,050	1,266	10,561	2,751	11,388	517	8,588

AND HIGH SCHOOLS.—Continued.

and in the Various Subjects, etc.—Continued.

	Number of Pupils in the Various Subjects.—Continued.										Special Courses.				
	Botany.	Chemistry.	Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Art.
1	115	158	158	10	95	95	.....	.....	116	101	.....	....	.....	.....	....
2	162	251	268	9	145	154	48	26	158	273	.....	.....	.....	.....	....
3	108	134	212	16	152	210	70	70	211	299	12	....	137	110	....
4	78	219	245	7	347	119	61	66	309	437	61	....	131	139	11
5	209	137	220	9	190	190	40	10	195	275	10	....	.....	.....	....
6	231	253	387	11	226	226	100	104	205	261	106	....	.....	.....	....
7	106	81	160	4	57	98	26	41	94	160	7	....	.....	.....	....
8	89	48	129	9	73	82	40	41	82	185	.....	.....	30	.....	....
9	124	86	194	3	109	135	58	34	154	219	.....	3	.....	.....	....
10	251	94	329	2	243	243	64	68	252	373	68	8	171	173	....
11	137	113	188	12	97	91	79	44	47	230	50	....	.....	.....	....
12	100	109	313	9	162	162	75	75	187	343	75	....	.....	49	....
13	650	579	957	19	588	588	120	9	588	863	.....	....	444	408	....
14	84	93	180	1	132	67	31	17	91	220	4	....	66	70	....
15	246	164	400	17	304	118	59	61	71	.....	65	....	237	39	....
16	176	153	211	8	146	124	56	56	190	344	.....	....	.....	.....	....
17	753	500	893	17	730	863	169	94	673	958	199	....	.....	.....	....
18	91	97	146	6	79	79	25	25	85	169	25	....	.....	.....	....
19	168	176	222	8	61	164	43	38	152	228	.....	....	.....	.....	....
20	145	80	186	5	208	228	135	75	188	300	133	....	.....	.....	....
21	171	158	294	9	174	162	61	75	195	308	.....	....	.....	.....	....
22	580	169	734	10	538	172	108	45	507	964	111	....	.....	.....	34
23	270	189	401	22	302	302	61	61	302	475	.....	103	198	.....	....
24	108	100	212	2	102	152	.....	.....	182	218	.....	12	.....	.....	....
25	305	177	342	17	327	50	80	33	131	445	85	....	.....	.....	....
26	111	78	204	7	130	153	19	19	136	223	17	....	.....	.....	....
27	22	65	71	6	151	115	27	27	126	211	40	....	.....	.....	....
28	129	169	169	....	174	112	112	42	82	228	110	....	.....	.....	39
29	175	186	258	14	95	76	26	10	93	153	.....	....	.....	.....	....
30	328	80	365	....	230	230	104	61	238	459	54	....	.....	.....	....
31	96	68	217	10	178	178	102	49	85	320	49	....	.....	.....	....
32	122	194	202	13	122	80	16	16	114	215	.....	....	.....	.....	....
33	74	257	257	10	130	157	71	65	124	240	.....	....	109	113	....
34	99	72	173	5	101	102	29	33	112	190	.....	....	.....	.....	....
35	480	373	616	....	654	171	.....	.....	440	759	....	....	.....	.....	....
36	394	119	567	20	354	341	.....	.....	.....	.....	565	....	.....	.....	....
37	410	163	465	8	372	354	.....	.....	386	633	.....	....	.....	.....	....
38	161	119	189	11	151	143	23	23	168	210	23	...	.....	.....	....
39	188	103	185	9	249	134	73	73	148	.....	.....	....	.....	.....	....
40	116	186	186	1	106	88	25	25	112	190	7	....	.....	.....	....
41	220	64	271	5	280	294	118	66	271	371	118	....	.....	.....	....
42	115	67	216	16	184	184	64	52	127	323	78	....	138	131	....
	8,697	6,681	12,592	377	9,248	7,786	2,418	1,729	8,127	13,373	2,072	126	1,661	1,232	84

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

High Schools.	Pupils.				Number of Pupils in—			Number of Pupils from—		
	Boys.	Girls.	Totals.	Average attendance.	Lower School.	Middle School.	Upper School.	Municipalities composing the High School Dis't.	Municipalities within the County.	Other Counties.
1 Alexandria	58	98	156	88	111	45	....	135	14	7
2 Almonte	54	70	124	92	83	32	9	117	.....	7
3 Arnprior	72	98	170	117	116	42	12	131	14	25
4 Arthur	67	90	157	94	98	45	14	86	71	....
5 Athens	88	135	223	145	123	100	.....	112	107	4
6 Aurora	45	66	111	70	74	30	7	58	50	3
7 Beamsville	36	41	77	44	53	24	.....	38	39	....
8 Belleville	101	115	216	125	165	37	14	182	33	1
9 Bowmanville	54	74	128	81	87	29	12	72	56	.....
10 Bradford	68	77	145	93	81	64	.....	46	98	1
11 Brampton	94	85	179	115	81	74	24	82	88	9
12 Brighton	30	38	68	49	45	23	.....	37	31	.....
13 Caledonia	53	71	124	66	75	32	17	42	62	20
14 Campbellford	64	87	151	95	88	45	18	93	52	6
15 Carleton Place	79	99	178	116	109	61	8	121	51	6
16 Cayuga	52	49	101	60	61	32	8	28	73	.....
17 Chesley	52	70	122	81	62	53	7	68	37	17
18 Colborne	31	29	60	37	32	28	.....	34	26	.....
19 Cornwall	167	173	340	221	239	85	16	166	169	5
20 Deseronto	40	60	100	59	68	25	7	66	22	12
21 Dundas	62	68	130	90	78	52	.....	88	42	.....
22 Dunnville	70	87	157	94	104	47	6	88	49	20
23 Dutton	73	102	175	111	64	87	24	47	114	14
24 Elora	34	43	77	45	52	21	4	35	42	.....
25 Essex	46	68	114	80	69	30	15	42	72	.....
26 Fergus	64	91	155	89	90	48	17	82	70	3
27 Forest	71	84	155	94	115	31	9	70	85	.....
28 Fort William	48	61	109	61	90	12	7	103	4	2
29 Gananoque	83	94	177	114	110	54	13	126	35	16
30 Georgetown	80	88	168	109	99	58	11	51	67	50
31 Glencoe	54	68	122	70	70	37	15	45	66	11
32 Gravenhurst	48	53	101	58	63	31	7	95	5	1
33 Grimsby	60	58	118	66	87	31	.....	36	45	37
34 Hagersville	68	60	128	77	74	45	9	68	60	.....
35 Harriston	68	56	124	79	85	24	15	57	36	31
36 Hawkesbury	32	29	61	34	36	19	6	27	25	9
37 Iroquois	85	105	190	128	107	74	9	59	101	30
38 Kemptville	72	113	185	116	86	77	22	73	59	53
39 Kenora	33	48	81	50	64	15	2	77	4	.....
40 Kincardine	69	103	172	107	83	73	16	88	84	.....
41 Leamington	84	90	174	111	104	54	16	84	71	19
42 Listowel	112	106	218	143	119	72	27	84	113	21
43 Lucan	70	71	141	99	70	45	26	49	86	6
44 Madoc	49	59	108	69	62	37	9	53	53	2
45 Markham	153	94	247	141	138	72	37	44	176	27
46 Meaford	63	98	161	99	80	63	18	69	75	17
47 Midland	63	86	149	82	86	45	18	116	29	4
48 Mitchell	58	72	130	81	80	50	.....	77	51	2
49 Mount Forest	73	78	151	97	96	47	8	86	31	34
50 Newburgh	74	84	158	99	79	79	.....	34	116	8
51 Newcastle	19	50	69	43	40	29	.....	30	38	1
52 Newmarket	76	76	152	95	108	44	.....	64	84	4
53 Niagara	24	29	53	30	41	12	.....	41	12	.....
54 Niagara Falls South	25	46	71	40	49	22	.....	29	42	.....
55 North Bay	45	65	110	62	80	20	10	102	8	.....
56 Norwood	73	75	148	91	85	63	.....	64	54	30

AND HIGH SCHOOLS.—Continued.

and in the Various Subjects, etc.—Continued.

	Occupation of Parents.						Number of Pupils in the Various Subjects.								
	Commerce.	Agriculture.	Professions.	Mechanical occupations.	Labouring occupations.	Other callings.	English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.	Modern History.	Geography.
1	10	102	3	17	24	.....	156	156	156	156	156	45	....	....	156
2	29	34	17	2	40	2	124	124	124	118	118	34	6	3	95
3	70	36	7	24	29	4	136	170	170	55	166	50	10	3	136
4	33	67	5	5	23	24	120	153	153	146	103	50	10	9	120
5	39	120	15	29	1	19	163	220	220	222	222	99	....	....	163
6	17	52	14	25	3	.....	104	111	111	102	102	32	7	....	104
7	8	38	6	10	7	8	77	77	77	77	77	24	....	....	74
8	70	15	39	61	13	18	202	216	216	202	216	37	14	14	202
9	15	49	6	34	4	20	116	122	122	116	116	29	6	5	83
10	30	74	8	8	18	7	99	145	145	145	145	62	....	....	99
11	15	73	9	31	23	28	105	171	171	155	155	74	9	11	105
12	23	31	2	3	2	7	59	68	68	68	68	28	....	....	59
13	11	70	3	12	22	6	107	124	124	107	124	49	17	17	107
14	36	70	13	9	14	9	145	151	151	133	133	45	14	6	91
15	35	52	17	63	11	.....	154	173	173	97	87	45	2	1	154
16	19	58	12	8	3	1	29	29	95	95	101	34	8	8	95
17	31	42	12	17	14	6	115	122	122	115	115	111	7	....	59
18	11	22	4	3	9	11	50	60	60	60	60	24	....	....	45
19	78	94	26	60	60	22	282	340	338	310	326	180	11	3	284
20	20	33	1	22	22	2	93	97	97	92	97	30	6	3	93
21	22	32	24	27	18	7	130	130	130	91	105	52	....	....	110
22	32	55	21	21	24	4	154	157	157	138	138	41	3	1	116
23	40	80	20	20	15	.....	104	174	174	102	128	57	19	9	102
24	18	32	4	11	7	5	70	74	74	70	70	18	3	2	59
25	40	60	6	4	2	2	79	85	85	80	85	35	10	10	70
26	40	73	8	15	12	7	155	155	155	138	155	138	17	17	138
27	25	62	7	21	28	12	115	155	155	146	146	31	7	2	115
28	26	3	23	28	14	15	90	109	83	55	102	12	4	3	102
29	45	54	15	63	.....	.....	169	172	172	167	167	54	3	3	110
30	64	70	17	7	10	.....	118	167	167	161	168	62	5	8	100
31	6	89	4	12	9	2	70	112	112	107	122	52	15	15	70
32	24	23	4	11	19	20	93	99	101	93	93	30	3	....	62
33	18	60	7	16	14	3	118	118	118	88	117	31	....	....	106
34	14	71	2	26	7	8	124	124	124	124	128	45	....	9	124
35	31	48	26	9	4	6	112	124	124	85	116	28	7	3	112
36	18	24	4	10	4	1	55	58	58	55	55	25	3	....	36
37	23	110	8	38	11	.....	181	190	190	181	181	75	5	5	107
38	40	72	21	32	13	7	170	185	184	171	135	60	12	15	160
39	25	5	8	33	4	6	81	81	81	81	81	17	....	....	64
40	39	88	13	13	19	.....	159	170	170	108	111	65	11	11	85
41	32	74	22	32	9	5	141	169	168	154	110	54	6	6	124
42	60	97	20	26	4	11	119	218	218	191	201	72	26	10	119
43	13	88	14	9	17	.....	123	135	137	96	104	45	20	24	70
44	28	37	12	15	16	.....	99	108	108	59	99	37	9	....	108
45	46	134	22	19	15	11	138	247	247	210	210	95	23	21	138
46	30	75	25	18	7	6	143	161	161	128	148	62	15	9	124
47	39	33	9	29	35	4	86	149	149	86	4	45	10	11	86
48	37	44	12	26	5	6	127	130	129	130	130	47	....	....	101
49	32	54	15	15	11	24	141	151	151	96	151	47	8	8	141
50	21	99	11	20	4	3	157	157	158	157	157	78	....	....	157
51	6	35	7	4	10	7	40	69	69	69	69	29	....	....	40
52	26	66	11	27	20	2	108	152	152	152	152	44	....	....	152
53	8	18	5	11	9	2	53	53	53	29	53	12	....	....	41
54	20	16	6	14	7	8	68	68	68	58	69	21	....	....	58
55	22	3	3	66	8	8	80	110	110	80	100	30	10	10	79
56	9	74	12	30	19	4	145	148	145	148	148	60	....	....	83

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

High Schools—Continued.	Number of Pupils in the Various Subjects.—Continued.									
	Reading.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German.	Latin.	Greek.	Zoology.
1 Alexandria	156	111	156	82	.....	150	.....	148	....	111
2 Almonte	95	118	116	116	8	60	10	111	3	104
3 Arnprior	136	136	169	89	11	69	15	154	10	145
4 Arthur	120	120	153	153	10	43	.....	97	....	129
5 Athens	163	122	216	217	.....	169	4	188	1	163
6 Aurora	95	104	111	111	7	90	14	88	....	86
7 Beamsville	77	77	77	77	1	11	.....	15	....	55
8 Belleville	165	202	216	129	14	70	22	156	1	176
9 Bowmanville	87	116	120	87	7	52	8	96	1	6
10 Bradford	81	99	130	138	.....	97	.....	117	2	77
11 Brampton	81	105	173	173	18	129	10	158	8	104
12 Brighton	59	59	68	68	.....	43	.....	47	....	59
13 Caledonia	75	107	124	124	17	75	17	117	....	92
14 Campbellford	133	133	146	145	14	76	10	120	1	9
15 Carleton Place	134	154	177	113	6	80	4	94	4	133
16 Cayuga	61	95	96	96	1	34	.....	84	....	75
17 Chesley	62	115	121	118	7	65	8	99	....	57
18 Colborne	45	50	60	44	.....	35	.....	51	....	45
19 Cornwall	338	282	287	182	14	172	12	216	7	109
20 Deseronto	93	96	97	97	5	75	5	51	....	79
21 Dundas	111	130	129	129	.....	84	17	81	....	103
22 Dunnville	116	154	128	126	5	87	39	93	....	73
23 Dutton	102	102	170	170	19	118	.....	151	....	14
24 Elora	60	70	74	55	4	40	2	69	....	54
25 Essex	70	85	114	90	15	70	20	80	2	69
26 Fergus	155	138	155	155	17	142	15	150	1	107
27 Forest	115	115	155	153	7	96	13	100	1	115
28 Fort William	90	102	51	55	7	67	13	64	2	44
29 Gananoque	129	110	139	137	12	71	13	87	....	57
30 Georgetown	99	118	168	168	5	39	4	98	2	126
31 Glencoe	70	70	112	112	13	22	5	81	....	13
32 Gravenhurst	63	101	97	97	7	85	.....	82	....	57
33 Grimsby	99	117	117	63	.....	82	19	65	....	65
34 Hagersville	74	124	120	114	.....	79	10	96	....	9
35 Harriston	85	112	121	121	12	48	19	70	....	91
36 Hawkesbury	36	55	61	61	6	58	.....	29	....	36
37 Iroquois	107	181	190	134	9	96	6	134	....	105
38 Kemptville	107	170	184	184	13	100	12	166	4	129
39 Kenora	64	81	81	80	3	60	6	58	....	53
40 Kincardine	107	159	137	137	12	94	7	110	1	10
41 Leamington	131	151	165	83	12	68	32	114	4	110
42 Listowel	119	119	217	217	26	126	43	213	12	130
43 Lucan	69	115	135	104	20	108	20	135	....	87
44 Madoc	62	99	108	68	9	30	1	101	....	99
45 Markham	138	138	230	230	23	185	45	230	4	153
46 Meaford	143	143	136	136	17	94	24	119	4	65
47 Midland	86	86	147	138	10	85	12	115	....	95
48 Mitchell	102	127	130	84	.....	55	21	104	....	102
49 Mount Forest	96	141	151	151	8	58	14	138	1	99
50 Newburgh	79	157	157	157	.....	90	.....	106	....	79
51 Newcastle	40	40	69	69	.....	27	2	29	....	40
52 Newmarket	152	108	124	119	.....	89	20	105	....	88
53 Niagara	41	41	53	36	.....	28	.....	43	1	38
54 Niagara Falls South	58	68	71	71	1	42	20	52	1	36
55 North Bay	80	80	100	50	9	20	.....	104	....	88
56 Norwood	85	85	148	140	.....	80	14	93	....	66

AND HIGH SCHOOLS.—Continued.

and in the Various Subjects, etc.—Continued.

	Number of Pupils in the Various Subjects.—Continued.										Special Courses.				
	Botany.	Chemistry.	Physics.	Mineralogy.	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Art.
1	111	82	156	....	111	111	.....	.....	41	.....	.....	.....	.....	.....	....
2	104	118	118	....	72	72	25	4	95	72	.....	.....	.....	.....	....
3	145	161	164	....	84	84	.....	.....	135	.....	.....	.....	.....	.....	....
4	129	115	115	9	120	42	.....	.....	120	67	.....	.....	.....	.....	....
5	163	205	204	....	115	91	.....	.....	163	.....	.....	.....	.....	.....	....
6	86	31	111	....	63	63	.....	.....	86	.....	.....	.....	.....	.....	....
7	55	24	77	1	53	53	1	.....	65	.....	12	....	.....	.....	....
8	176	76	188	7	165	195	.....	.....	184	.....	.....	.....	.....	.....	....
9	86	30	119	1	51	51	.....	.....	87	116	.....	.....	.....	.....	....
10	77	104	140	....	81	83	24	27	93	....	14	....	.....	.....	....
11	104	104	165	8	81	81	5	15	81	.....	.....	.....	.....	.....	....
12	59	68	68	....	38	38	.....	.....	59	59	.....	.....	.....	.....	....
13	92	75	124	....	75	55	7	7	75	124	.....	.....	.....	.....	....
14	9	134	141	7	88	77	.....	.....	104	151	.....	.....	.....	.....	
15	133	79	175	....	102	102	.....	.....	125	.....	.....	.....	.....	.....	....
16	75	66	96	8	68	30	.....	.....	61	101	.....	.....	.....	.....	....
18	57	81	114	....	30	30	2	.....	59	122	.....	.....	.....	.....	....
18	45	44	60	....	46	30	.....	.....	44	60	.....	.....	.....	.....	....
19	109	181	263	5	215	142	53	53	121	82	53	....	.....	.....	....
20	79	93	97	....	83	80	.....	.....	77	.....	.....	.....	.....	.....	....
21	101	52	127	....	72	76	10	15	72	120	.....	.....	.....	.....	....
22	73	97	95	....	89	67	20	30	75	90	11	....	.....	.....	....
23	13	13	23	12	45	45	.....	.....	102	.....	.....	.....	.....	.....	....
24	54	70	74	....	40	18	.....	.....	60	.....	.....	.....	.....	.....	....
25	69	85	90	2	70	45	.....	.....	70	90	.....	....	30	.....	....
26	107	138	155	....	90	90	.....	.....	90	.....	.....	.....	.....	.....	....
27	115	61	155	....	85	85	.....	.....	115	.....	.....	.....	.....	.....	....
28	44	54	54	....	90	66	28	28	90	109	10	....	.....	.....	4
29	57	85	126	....	110	85	39	39	85	177	39	....	.....	.....	....
30	126	62	118	2	59	73	11	13	99	99	.....	.....	.....	.....	....
31	83	52	83	3	70	70	17	17	70	.....	.....	.....	.....	.....	....
32	57	97	97	....	101	64	4	7	64	.....	.....	.....	.....	.....	....
33	65	40	40	....	74	74	.....	.....	70	.....	.....	.....	.....	.....	....
34	83	119	119	....	74	57	.....	.....	74	.....	.....	.....	.....	.....	....
35	91	113	121	2	85	84	30	30	84	124	2	....	.....	.....	....
36	36	55	55	....	36	36	.....	.....	36	51	.....	.....	.....	.....	....
37	105	132	190	7	56	58	13	13	107	.....	.....	.....	.....	.....	....
38	129	167	173	15	68	25	18	18	107	.....	.....	.....	.....	.....	....
39	50	30	81	....	49	40	.....	.....	61	.....	.....	.....	.....	.....	....
40	10	142	142	8	77	77	26	26	79	171	.....	.....	.....	.....	....
41	111	105	160	4	86	89	14	18	110	.....	.....	.....	.....	.....	....
42	130	127	217	....	119	64	.....	.....	119	196	.....	.....	.....	.....	....
43	87	71	138	11	62	62	.....	.....	62	.....	.....	.....	.....	.....	..
44	62	59	108	....	40	40	.....	.....	99	.....	.....	.....	.....	.....	....
45	153	225	225	12	85	85	.....	.....	138	.....	.....	.....	.....	.....	....
46	65	122	135	8	80	68	24	24	65	143	24	....	.....	.....	....
47	95	78	138	10	86	86	9	9	86	86	.....	.....	.....	.....	....
48	102	79	129	....	70	70	.....	.....	102	130	.....	.....	.....	.....	....
49	99	50	151	3	96	96	.....	.....	96	96	.....	.....	.....	.....	....
50	79	79	112	....	79	79	.....	.....	79	158	.....	.....	.....	.....	....
51	40	69	69	....	40	36	.....	.....	40	.....	.....	.....	.....	.....	....
52	92	98	98	....	62	62	22	42	102	.....	23	....	.....	.....	....
53	38	50	50	....	41	41	25	35	38	.....	.....	.....	.....	.....	....
54	36	43	43	....	38	34	16	16	23	58	.....	.....	.....	.....	....
55	88	30	107	9	58	59	.....	.....	80	.....	.....	.....	.....	.....	....
56	66	92	92	....	85	85	.....	.....	80	.....	.....	.....	.....	.....	....

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

	High Schools.—Continued.	Pupils.				Number of Pupils in—		
		Boys.	Girls.	Totals.	Average Attendance.	Lower School.	Middle School.	Upper School.
57	Oakville	48	45	93	58	66	27	.....
58	Omemee	42	55	97	64	56	41	.....
59	Orangeville	85	111	196	121	74	107	15
60	Oshawa	92	111	203	127	144	46	13
61	Paris	54	78	132	83	97	25	10
62	Parkhill	66	74	140	86	76	46	18
63	Pembroke	89	91	180	105	124	49	7
64	Penetanguishene	37	76	113	61	84	29	.....
65	Petrolea	72	103	175	101	123	42	10
66	Picton	82	107	189	109	109	69	11
67	Plantagenet	21	62	83	51	73	10	.....
68	Port Arthur	45	58	103	61	76	17	10
69	Port Dover	35	42	77	49	50	27	.....
70	Port Elgin	35	36	71	65	40	31	.....
71	Port Hope	92	141	233	152	136	77	20
72	Port Perry	51	54	105	66	69	23	13
73	Port Rowan	33	25	58	36	35	23	.....
74	Prescott	61	98	159	105	99	51	9
75	Richmond Hill	61	65	126	82	80	46	.....
76	Rockland	17	44	61	34	40	20	1
77	Sault Ste. Marie	110	138	248	156	179	51	18
78	Simcoe	69	118	187	108	101	70	16
79	Smith's Falls	87	118	205	129	113	86	6
80	Smithville	32	46	78	45	56	22	.....
81	Stirling	48	61	109	63	64	39	6
82	Streetsville	29	34	63	38	50	13	.....
83	Sudbury	54	46	100	61	80	20	.....
84	Sydenham	71	77	148	86	86	53	9
85	Thorold	25	70	95	58	59	36	.....
86	Tillsonburg	68	76	144	86	82	36	26
87	Toronto, East	90	73	163	100	112	34	17
88	Toronto, North-West	112	114	226	205	171	55	.....
89	Toronto, Technical	398	697	1,095	475	*728	†228	‡139
90	Toronto, Riverdale	118	102	220	152	157	53	10
91	Trenton	71	94	165	101	115	36	14
92	Uxbridge	86	83	169	113	107	50	12
93	Vienna	12	22	34	17	24	10	.....
94	Walkerton	66	83	149	97	87	42	20
95	Wardsville	18	27	45	27	28	17	.....
96	Waterdown	33	48	81	42	35	38	8
97	Waterford	42	50	92	55	58	21	13
98	Watford	90	104	194	132	116	60	18
99	Welland	87	133	220	129	160	40	20
100	Weston	54	69	123	80	86	35	2
101	Wiarton	47	52	99	54	64	32	3
102	Williamstown	55	66	121	83	94	27	.....
103	Wingham	93	134	227	141	108	72	47
1	Totals, High Schools	6,769	8,494	15,263	9,351	9,565	4,608	1,090
2	Totals, Collegiate Institutes	7,962	8,687	16,649	10,511	10,606	4,500	1,543
3	Grand Totals, 1908	14,731	17,181	31,912	19,862	20,171	9,108	2,633
4	Grand Totals, 1907	13,799	16,532	30,331	18,485	19,276	8,643	2,412
5	Increases	932	649	1,581	1,377	895	465	221
6	Decrease	.....	.....	.....	.....	.....	.....	.....
7	Percentages	46.16	53.83	.....	62.23	63.21	28.54	8.25

* 1st year pupils. † 2nd year pupils. ‡ 3rd year pupils.

AND HIGH SCHOOLS.—Continued.
and in the Various Subjects, etc.—Continued.

	Number of Pupils from—			Occupation of Parents.					
	Municipalities composing the High School District.	Municipalities within the County.	Other Counties.	Commerce.	Agriculture.	Professions.	Mechanical Occupations.	Labouring Occupations.	Other Callings.
57	44	49	.....	15	46	12	9	8	3
58	41	34	22	3	66	6	8	8	6
59	82	63	51	43	96	21	22	7	7
60	138	57	8	53	52	7	70	14	7
61	87	33	12	27	41	8	43	9	4
62	57	69	14	28	64	21	13	7	7
63	145	31	4	59	27	19	27	35	13
64	103	10	.....	33	14	13	27	26	.....
65	97	77	1	43	49	7	29	44	3
66	93	95	1	35	92	16	17	26	3
67	50	26	7	14	55	.....	4	10	.....
68	103	.....	.....	38	1	10	32	20	2
69	46	18	13	25	33	4	6	5	4
70	41	30	.....	13	38	5	2	6	7
71	120	113	.....	49	113	11	42	13	5
72	40	46	19	24	56	4	15	6	.....
73	31	26	1	8	30	5	8	5	2
74	122	34	3	32	38	22	38	25	4
75	15	110	1	28	52	7	11	14	14
76	25	32	4	6	16	3	2	34	.....
77	196	52	.....	53	16	25	86	56	12
78	77	108	2	36	82	9	34	18	8
79	152	18	35	51	52	15	56	20	11
80	34	39	5	3	55	2	2	15	1
81	34	75	.....	16	64	7	9	11	2
82	18	31	14	8	33	.....	5	14	3
83	81	19	.....	10	.....	.....	65	15	10
84	148	.....	.....	3	110	9	18	4	4
85	79	11	5	7	16	21	26	1	24
86	75	29	40	27	51	10	27	11	18
87	105	47	11	43	32	18	53	10	7
88	222	.....	4	134	3	38	41	4	6
89	1,046	34	15	328	33	44	471	109	110
90	217	3	.....	100	3	27	40	43	7
91	111	13	41	44	59	10	33	18	1
92	67	99	3	30	84	19	15	5	16
93	29	2	3	4	22	1	6	1	.....
94	99	48	2	47	38	16	19	15	14
95	22	16	7	8	24	7	5	1	.....
96	63	4	14	.....	47	7	10	8	9
97	40	52	.....	14	47	11	8	5	7
98	67	117	10	48	101	13	26	5	1
99	65	155	.....	76	69	21	49	5	.....
100	66	47	10	25	40	12	13	18	15
101	55	30	14	27	34	10	16	10	2
102	120	.....	1	12	74	6	12	15	2
103	100	96	31	15	109	3	14	45	41
1	8,965	5,295	1,003	3,364	5,467	1,229	2,805	1,576	822
2	11,984	3,926	739	4,878	3,440	1,760	3,808	1,222	1,541
3	20,949	9,221	1,742	8,242	8,907	2,989	6,613	2,798	2,363
4	19,615	9,064	1,652	7,974	8,767	2,842	6,187	2,630	1,931
5	1,334	157	90	268	140	147	426	168	432
6	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	65.64	28.89	5.46	25.83	27.91	9.36	20.72	8.77	7.40

COLLEGIATE INSTITUTES
II.—Table I.—Attendance, Pupils in the Schools

High Schools.—Continued.	Number of Pupils in the English Grammar.	English Composition and Rhetoric.	English Literature.	Canadian History.	British History.	Ancient History.	Mediæval History.
57 Oakville	90	93	93	89	89	25	.....
58 Omemee	56	97	97	97	97	41	.....
59 Orangeville	140	193	193	186	189	102	12
60 Oshawa	193	203	203	178	112	57	11
61 Paris	97	132	131	75	76	35	8
62 Parkhill	76	137	140	115	104	52	16
63 Pembroke	140	178	178	140	141	53	2
64 Penetanguishene	84	84	84	113	113	29	.....
65 Petrolea	123	170	170	109	173	44	5
66 Picton	109	188	188	64	99	69	9
67 Plantagenet	73	83	83	73	83	10	.....
68 Port Arthur	93	101	100	95	95	13	3
69 Port Dover	77	77	77	77	77	27	.....
70 Port Elgin	61	71	71	71	71	35	.....
71 Port Hope	213	224	224	126	89	77	12
72 Port Perry	92	105	102	92	100	36	13
73 Port Rowan	35	58	58	58	58	23	.....
74 Prescott	150	159	159	150	155	51	5
75 Richmond Hill	99	126	126	126	126	46	.....
76 Rockland	61	61	61	61	61	20	1
77 Sault Ste. Marie	220	246	246	187	105	69	8
78 Simcoe	150	180	180	150	150	91	35
79 Smith's Falls	149	205	205	199	199	50	6
80 Smithville	78	78	78	56	78	22	....
81 Stirling	103	109	109	103	103	39	6
82 Streetsville	63	63	63	63	63	12	.....
83 Sudbury	90	95	100	98	98	96	.....
84 Sydenham	148	148	148	139	140	53	.....
85 Thorold	59	95	95	74	95	36	.....
86 Tillsonburg	121	135	138	80	103	41	14
87 Toronto, East	152	163	163	152	163	39	8
88 Toronto, North-West	169	226	226	114	55	52	.....
89 Toronto, Technical	52	684	667	283	52	106	54
90 Toronto, Riverdale	171	215	215	217	148	56	8
91 Trenton	146	162	161	151	101	43	10
92 Uxbridge	120	169	169	162	169	55	12
93 Vienna	34	34	34	34	34	16	.....
94 Walkerton	129	145	145	129	142	42	14
95 Wardsville	45	45	45	45	28	17	.....
96 Waterdown	35	80	80	72	80	36	8
97 Waterford	58	90	90	79	85	21	10
98 Watford	116	194	194	180	180	60	18
99 Welland	198	203	205	200	209	40	7
100 Weston	121	123	123	86	121	37	1
101 Wiarton	74	99	99	81	99	15	3
102 Williamstown	106	121	121	121	121	27	.....
103 Wingham	180	203	203	180	204	105	22
1 Totals, High Schools	11,700	14,543	14,570	12,185	12,228	4,909	722
2 Totals, Collegiate Institutes	13,539	16,388	16,370	11,833	12,280	4,654	853
3 Grand Totals, 1908	25,239	30,931	30,940	24,018	24,508	9,563	1,575
3 Grand Totals, 1907	26,415	29,383	29,377	23,457	23,570	9,607	1,412
5 Increases	.....	1,548	1,563	561	938	.....	163
6 Decreases	1,176	.....	.....	.....	.....	44	.....
7 Percentages	79.09	96.92	96.95	75.26	76.79	29.96	4.93

AND HIGH SCHOOLS.—Continued.
and in the Various Subjects, etc.—Continued.

Various Subjects.

	Modern History.	Geography.	Reading.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	French.	German.
57	.....	82	82	91	72	72	.....	41	9
58	.....	56	97	56	97	41	.....	12	.....
59	6	170	97	140	191	187	12	137	17
60	11	162	171	197	167	134	12	118	28
61	5	80	96	96	103	76	9	34	10
62	18	76	76	76	140	140	16	60	14
63	1	140	140	140	180	180	5	75	12
64	.....	84	84	84	113	111	.....	94	12
65	5	123	123	123	172	172	6	75	.....
66	9	109	109	178	185	125	3	168	50
67	.....	73	73	73	83	83	.....	83	.....
68	3	90	90	96	83	70	9	80	15
69	.....	50	50	77	77	42	.....	30	5
70	.....	71	71	71	60	60	.....	47	4
71	8	166	166	213	180	180	12	123	32
72	13	69	100	92	101	101	13	44	6
73	.....	35	35	58	58	58	.....	26	.....
74	6	99	99	150	159	73	6	69	10
75	.....	99	99	99	126	126	.....	104	7
76	.....	59	46	60	61	59	1	57	6
77	8	220	220	220	239	110	8	104	7
78	12	120	130	150	170	100	10	90	25
79	6	149	113	149	205	139	6	82	24
80	.....	77	56	78	76	44	.....	.....	13
81	6	103	82	103	109	109	6	27	3
82	.....	54	54	54	60	38	.....	25	.....
83	98	98	80	98	100	74	.....	95	18
84	7	86	86	145	148	148	8	130	3
85	.....	59	95	59	95	74	.....	28	.....
86	.....	106	97	121	135	135	23	58	6
87	16	129	129	151	160	112	15	116	25
88	.....	170	168	179	224	215	2	217	50
89	54	327	667	695	425	194	85	575	.....
90	6	177	157	210	219	219	8	207	51
91	7	144	129	146	165	96	11	83	19
92	12	120	120	120	169	115	12	141	34
93	.....	32	32	32	22	22	.....	5	.....
94	6	87	87	89	113	81	15	16	31
95	.....	35	35	45	42	28	.....	18	6
96	8	35	35	35	80	80	8	48	7
97	6	79	58	58	90	60	10	20	15
98	9	116	116	116	190	190	18	53	.....
99	10	160	160	198	210	210	12	153	37
100	1	85	86	121	123	123	1	108	7
101	3	81	81	74	99	99	3	25	9
102	.....	106	76	106	119	41	.....	46	.....
103	35	180	108	180	203	203	23	136	4
1	690	10,921	10,757	12,295	13,855	11,702	829	8,399	1,258
2	618	11,597	11,647	13,953	14,299	12,050	1,266	10,561	2,751
3	1,308	22,518	22,404	26,248	28,154	23,752	2,095	18,960	4,009
4	1,317	22,820	20,850	26,813	26,937	23,054	2,000	17,310	3,835
5	.....	.....	1,554	.....	1,217	698	95	1,650	174
6	9	302	.....	565	.....	.....	.....	.....	.....
7	4.09	70.56	70.20	82.25	88.22	74.43	6.56	59.41	12.56

COLLEGIATE INSTITUTES

II.—Table I.—Attendance, Pupils in the Schools

High Schools. —Continued.	Number of Pupils in the						
	Latin.	Greek.	Zoology.	Botany.	Chemistry.	Physics.	Mineralogy.
57 Oakville	72	.....	72	72	62	90	.....
58 Omemee	83	.....	.....	81	81	81	.....
59 Orangeville	167	7	6	105	135	181	3
60 Oshawa	126	.....	117	117	52	141	6
61 Paris	78	4	82	82	27	120	4
62 Parkhill	105	4	65	65	98	135	5
63 Pembroke	138	1	141	141	110	172	.....
64 Penetanguishene	56	.....	84	84	111	111	.....
65 Petrolea	83	.....	128	128	103	172	7
66 Picton	147	.....	75	73	143	142	.....
67 Plantagenet	32	.....	73	73	83	83	.....
68 Port Arthur	80	1	65	65	78	78	3
69 Port Dover	60	.....	50	50	44	77	.....
70 Port Elgin	61	1	.....	61	61	61	.....
71 Port Hope	163	.....	158	158	107	157	6
72 Port Perry	95	4	94	94	70	100	.....
73 Port Rowan	33	.....	35	35	42	58	.....
74 Prescott	73	2	80	80	75	116	6
75 Richmond Hill	102	.....	76	76	126	126	.....
76 Rockland	45	.....	47	47	40	61	.....
77 Sault Ste. Marie	203	.....	182	184	230	230	2
78 Simcoe	125	3	120	120	150	150	.....
79 Smith's Falls	180	.....	149	149	89	205	3
80 Smithville	52	.....	46	46	27	77	.....
81 Stirling	85	.....	86	86	107	107	3
82 Streetsville	40	.....	40	40	23	40	.....
83 Sudbury	90	.....	84	84	82	82	.....
84 Sydenham	139	.....	86	86	109	140	8
85 Thorold	35	.....	59	59	90	90	.....
86 Tillsonburg	109	6	105	105	103	135	10
87 Toronto, East	130	10	119	119	136	139	10
88 Toronto, North-West	206	13	142	142	79	147	.....
89 Toronto, Technical	.....	.....	.....	.....	267	290	.....
90 Toronto, Riverdale	188	20	171	171	47	187	4
91 Trenton	131	.....	80	86	40	118	.....
92 Uxbridge	125	1	132	132	108	169	.....
93 Vienna	15	.....	26	26	23	32	.....
94 Walkerton	101	4	61	61	83	107	5
95 Wardsville	39	.....	26	26	28	43	.....
96 Waterdown	56	.....	48	48	72	74	.....
97 Waterford	77	.....	64	64	24	90	2
98 Watford	155	.....	112	112	134	194	7
99 Welland	156	2	169	169	81	205	6
100 Weston	105	.....	86	85	36	121	.....
101 Wiarton	79	.....	3	84	47	99	.....
102 Williamstown	88	2	.....	78	121	120	.....
103 Wingham	160	.....	132	132	160	203	35
1 Totals, High Schools	10,540	163	8,295	8,886	9,056	12,641	289
2 Totals, Collegiate Institutes	11,388	517	8,588	8,697	6,681	12,592	377
3 Grand Totals, 1908	21,928	680	16,883	17,583	15,737	25,233	666
4 Grand Totals, 1907	20,511	677	13,952	15,572	15,064	23,421	746
5 Increases	1,417	3	2,931	2,011	673	1,812	.....
6 Decreases	.....	.....	.....	.....	.....	.....	80
7 Percentages	68.71	2.13	52.59	55.09	49.31	79.07	2.08

AND HIGH SCHOOLS.—Continued.
and in the Various Subjects, etc.—Concluded.

	Various Subjects.—Concluded.						Special Courses.				
	Writing.	Bookkeeping.	Stenography.	Typewriting.	Art.	Physical Education.	Commercial.	Agriculture.	Manual Training.	Household Science.	Art.
57	31	41	16	16	72	.....	.....	.....	.....	.....	.....
58	56	56	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	64	64	.....	.....	97	.....	.....	.....	.....	.....	.....
60	119	143	47	66	98	.....	.....	.....	.....	.....	.....
61	77	85	26	30	76	.....	.....	.....	.....	.....	.....
62	90	76	19	19	76	140	19	.....	.....	.....	.....
63	89	89	.....	.....	140	12	.....	.....	.....	.....	.....
64	84	81	57	60	84	.....	57	.....	.....	.....	.....
65	67	67	.....	.....	123	.....	.....	.....	.....	.....	.....
66	109	64	.....	.....	82	.....	.....	.....	.....	.....	.....
67	73	73	.....	.....	73	.....	.....	.....	.....	.....	.....
68	73	62	21	22	75	80	20	.....	.....	.....	.....
69	50	50	.....	18	50	.....	.....	.....	.....	.....	.....
70	71	31	11	11	60	.....	.....	.....	.....	.....	.....
71	116	84	44	44	84	165	44	.....	.....	.....	.....
72	69	58	.....	.....	36	102	.....	.....	.....	.....	.....
73	35	16	.....	.....	35	25	.....	.....	.....	.....	.....
74	56	70	35	35	99	159	.....	.....	.....	.....	.....
75	76	76	.....	7	80	.....	.....	.....	.....	.....	.....
76	34	34	.....	.....	47	.....	.....	.....	.....	.....	.....
77	182	182	38	.....	240	248	.....	.....	.....	.....	.....
78	80	80	25	.....	120	120	.....	.....	.....	.....	.....
79	66	66	.....	.....	113	.....	.....	.....	.....	.....	.....
80	44	56	.....	.....	46	.....	.....	.....	.....	.....	.....
81	82	82	.....	.....	82	.....	.....	.....	.....	.....	.....
82	50	45	18	20	54	.....	.....	.....	.....	.....	.....
83	80	85	.....	.....	85	.....	.....	.....	.....	.....	.....
84	86	86	86	.....	86	.....	.....	.....	.....	.....	.....
85	59	71	8	73	71	.....	.....	.....	.....	.....	.....
86	63	68	18	15	90	.....	15	.....	.....	.....	.....
87	129	115	39	.....	117	63	.....	.....	.....	.....	.....
88	114	5	.....	.....	122	40	.....	.....	.....	.....	8
89	460	411	411	180	467	.....	411	.....	.....	367	467
90	133	135	.....	.....	139	188	.....	.....	.....	.....	.....
91	93	41	7	7	66	.....	7	.....	.....	.....	.....
92	88	88	36	.....	119	168	.....	.....	.....	.....	.....
93	8	21	8	12	30	30	.....	.....	.....	.....	.....
94	87	87	32	32	65	.....	32	.....	.....	.....	.....
95	35	35	.....	.....	35	45	.....	.....	.....	.....	.....
96	.....	23	.....	.....	35	.....	.....	.....	.....	.....	.....
97	34	34	.....	.....	58	.....	.....	.....	.....	.....	.....
98	58	58	15	15	11	194	.....	.....	.....	.....	.....
99	126	126	.....	.....	160	.....	.....	.....	.....	.....	.....
100	70	74	.....	.....	85	.....	.....	.....	.....	.....	.....
101	49	49	.....	.....	81	.....	.....	.....	.....	.....	.....
102	76	76	.....	.....	76	.....	.....	.....	.....	.....	.....
103	108	108	.....	.....	108	.....	.....	.....	.....	.....	.....
1	8,207	7,428	1,460	1,168	9,052	4,631	793	.....	30	367	479
2	9,248	7,786	2,418	1,729	8,127	13,373	2,072	126	1,661	1,232	84
3	17,455	15,214	3,878	2,897	17,179	18,004	2,865	126	1,691	1,599	563
4	15,109	13,468	4,149	2,970	15,365	15,345	2,355	19	1,479	1,807	581
5	2,346	1,746	.....	.....	1,814	2,659	210	107	212	.....	.....
6	.....	.....	271	73	.....	.....	.....	.....	.....	208	18
7	54.69	47.67	12.15	9.07	53.83	56.41	8.97	.39	5.29	5.01	1.76

COLLEGIATE INSTITUTES

III.—Table K.—

Collegiate Institutes.	Brick, stone, or frame schoolhouse.	Number of acres in playground.	Schools under United Board.	Equipment: Value of library.	Value of typewriters.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.
				$	$	$	$	$
1 Aylmer	B	4¼	....	687	.....	676	136	33
2 Barrie	B	3½	1	625	180	740	136	10
3 Berlin	B	4	....	948	1,070	1,290	123	36
4 Brantford	B	1⅙	....	742	270	762	110	30
5 Brockville	S	3	....	878	112	1,295	191	50
6 Chatham	B	2	1	835	1,200	1,810	148	51
7 Clinton	B	3¼	....	723	125	928	115	5
8 Cobourg	B	1	....	973	480	1,031	156	8
9 Collingwood	B	¼	1	760	330	612	96	50
10 Galt	S	8½	....	1,155	547	1,454	56	53
11 Goderich	B	¼	....	770	270	554	66	20
12 Guelph	S	4	1	993	285	1,674	152	12
13 Hamilton	B & S	7½	1	1,140	90	1,898	213	50
14 Ingersoll	B	2	1	619	180	869	112	58
15 Kingston	B	2 1/10	1	788	570	633	89	25
16 Lindsay	B	2	1	1 433	435	1,206	87	44
17 London	B	3	1	1,007	710	2,962	236	43
18 Morrisburg	B	15½	1	670	363	1,308	153	43
19 Napanee	B	3	1	976	245	962	130	50
20 Niagara Falls	B	5¾	....	884	315	814	112	50
21 Orillia	B	2	....	686	360	716	113	25
22 Ottawa	S	....	....	1,585	1,226	2,210	292	150
23 Owen Sound	B	2	1	1,464	225	1,896	134	56
24 Perth	B	4	1	959	.....	852	155	33
25 Peterborough	B	⅜	1	708	488	614	46	35
26 Renfrew	B	3⅜	1	601	150	751	69	12
27 Ridgetown	B	1¼	....	780	180	1,178	128	48
28 St. Catharines	B	1¾	....	707	270	918	172	49
29 St. Mary's	B	4	....	795	140	675	120	25
30 St. Thomas	B	2¼	1	1,089	800	1,448	110	18
31 Sarnia	B	2⅔	1	787	360	1,009	119	47
32 Seaforth	B	2¾	....	831	180	840	118	26
33 Stratford	B	10	....	1,152	450	1,285	200	34
34 Strathroy	B	1¼	....	1,001	180	905	116	35
35 Toronto (Harbord)	B	1½	....	1,621	90	3,718	184	28
36 Toronto (Jameson)	B	1½	1	1,744	25	2,542	190	15
37 Toronto (Jarvis)	B	1¾	1	1,465	115	2,580	188	38
38 Vankleek Hill	B	2¾	....	654	180	865	46	50
39 West Toronto	B	5¾	....	1,237	270	1,060	112	51
40 Whitby	B	½	1	677	.....	611	100	10
41 Windsor	B	2⅓	1	1,265	967	1,057	124	39
42 Woodstock	B	1	1	1,131	885	1,379	51	28
Totals	.....	....	22	40,545	15,318	52,587	5,504	1,573

AND HIGH SCHOOLS.—Continued.

Miscellaneous Information.

ment.				Religious and other Exercises.					Destination of Pupils.					
	Value of gymnasium (not including equipment).	Value of equipment of gymnasium.	Value of museum, aquarium, etc.	Schools using authorized Scripture readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.	Commencement exercises.	Number who entered mercantile life.	Number who became occupied with agriculture.	Number who entered the professions of law, medicine and the church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
	$	$	$											
1	680	85	500	.....	1	....	....	1	4	14	.....	8	1	10
2	1,730	90	.....	.....	1	....	1	....	15	4	3	12	1	35
3	1,000	496	37	1	1	....	1	1	28	3	2	12	11	17
4	1,000	48	.....	.....	1	....	1	....	18	10	4	18	11	36
5	2,500	70	40	.....	1	....	....	1	13	5	8	18	9	35
6	.....	129	75	1	1	....	....	....	44	20	1	24	1	39
7	750	57	32	1	1	....	....	1	11	4	2	12	.....	16
8	3,000	160	.....	1	1	....	1	1	5	2	1	6	.....	20
9	1,200	89	.....	.....	1	....	....	....	8	10	2	11	7	49
10	1,200	174	.....	1	1	....	....	1	19	16	10	14	7	32
11	2,500	242	.....	1	1	....	....	1	32	8	1	17	3	18
12	2,800	547	175	.....	1	....	....	1	20	4	1	14	4	60
13	*	968	200	1	1	....	1	1	82	40	15	50	15	37
14	800	188	35	1	1	....	....	1	10	8	3	13	.....	41
15	.....	.....	100	1	1	....	1	....	28	6	2	6	14	78
16	600	126	.....	.....	1	....	....	1	28	5	4	11	3	16
17	1,600	540	700	.....	1	....	....	1	103	16	12	12	26	106
18	980	188	200	1	1	....	1	1	12	3	.....	16	2	18
19	800	251	.....	.....	1	....	1	1	8	17	5	10	3	19
20	1,000	126	42	.....	1	....	1	1	24	.....	2	4	7	33
21	1,800	44	.....	.....	1	....	1	...	29	4	3	18	5	34
22	.....	111	40	1	1	1	1	1	55	2	21	24	37	96
23	3,000	56	75	.....	1	....	....	1	30	12	13	48	5	50
24	560	267	13	1	1	....	....	1	1	12	3	14	4	20
25	.....	29	450	.....	1	....	....	1	35	5	.....	14	4	50
26	.....	.....	.....	.....	1	....	....	1	8	11	6	12	5	.....
27	900	127	25	.....	1	....	....	1	7	11	3	12	1	21
28	900	70	275	1	1	....	....	1	21	12	14	10	10	8
29	700	84	.....	.....	1	....	....	1	10	15	6	15	1	8
30	1,323	374	.....	.....	1	....	....	....	59	18	15	17	6	8
31	1,380	220	.....	.....	1	....	....	1	13	6	1	10	2	49
32	600	156	7	1	1	....	....	....	9	6	1	13	.....	21
33	.....	117	500	.....	1	....	....	1	30	10	13	17	2	20
34	380	113	25	1	1	....	....	1	12	9	4	10	.....	11
35	4,000	700	700	.....	1	....	1	1	25	.....	9	28	30	226
36	10,000	250	.....	1	1	....	....	1	24	.....	8	16	25	54
37	3,500	180	600	1	1	....	1	....	65	4	16	18	12	100
38	3,200	36	75	.....	1	....	....	....	8	6	1	15	3	23
39	.....	.....	.....	1	1	....	....	1	36	6	6	8	5	50
40	850	73	.....	.....	1	....	1	1	8	9	3	6	3	24
41	3,000	207	200	.....	.....	....	....	1	33	5	3	7	7	54
42	1,600	180	80	.....	1	....	....	1	15	4	1	17	.....	48
	61,833	7,968	5,201	18	41	1	14	32	1,045	362	228	637	292	1,690

* Gymnasium is part of main building.

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	Value of library.	Value of type-writers.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.	Value of gymnasium (not including equipment.) Equip-
				$	$	$	$	$	$
1 Alexandria	B	1⅕	.....	445	.....	483	93	23	.....
2 Almonte	S	....	1	915	135	506	78	12	.....
3 Arnprior	B	1	1	333	.....	352	89	16	.....
4 Arthur	B	7	.....	327	95	670	21	3	.....
5 Athens	S	2	.....	528	.....	483	69	15	.....
6 Aurora	B	3	.....	432	.....	481	69	11	.....
7 Beamsville	B	1	1	380	.....	332	70	6	.....
8 Belleville	B	1½	1	419	.....	571	162	37	.....
9 Bowmanville	B	3	.....	588	.....	560	47	29	.....
10 Bradford	B	3½	.....	345	35	445	49	15	.....
11 Brampton	B	5	.....	488	65	618	65	58	.....
12 Brighton	B	⅓	1	269	.....	419	51	51	.....
13 Caledonia	B	2	1	505	.....	619	33	63	.....
14 Campbellford	B	1	1	376	.....	552	34	35	.....
15 Carleton Place	S	1	1	744	.....	378	65	21	.....
16 Cayuga	B	1	.....	220	.....	355	23	18	.....
17 Chesley	B	5	.....	325	.....	363	49	43	.....
18 Colborne	B	¾	1	259	.....	435	117	17	.....
19 Cornwall	B	2¼	.....	601	455	625	126	40	.....
20 Deseronto	B	3	.....	440	.....	403	87	19	300
21 Dundas	B	4	1	544	95	613	95	50	.....
22 Dunnville	B	1	.....	485	160	639	65	56	.....
23 Dutton	B	1	.....	320	.....	529	43	12	.....
24 Elora	S	½	1	296	.....	313	43	12	.....
25 Essex	B	3¼	.....	353	.....	456	68	28	500
26 Fergus	S	1	1	542	.....	331	66	50	.....
27 Forest	B	2	.....	362	.....	430	91	40	.....
28 Fort William	B	2½	1	732	250	398	50	27	.....
29 Gananoque	B	1	1	654	289	579	114	19	.....
30 Georgetown	B	4⅓	.....	304	65	462	70	26	.....
31 Glencoe	B	2½	.....	451	120	496	85	18	.....
32 Gravenhurst	B	7	.....	318	70	397	59	8	.....
33 Grimsby	B	1¼	1	210	.....	269	52	10	.....
34 Hagersville	B	2⅔	.....	333	.....	473	54	28	.....
35 Harriston	B	3	1	272	129	345	26	.....	.....
36 Hawkesbury	B	½	1	337	.....	320	47	11	.....
37 Iroquois	B	¾	.....	760	150	1,244	142	18	.....
38 Kemptville	B	2	1	347	141	540	68	52	.. ...
39 Kenora	B	2	1	306	.....	476	53	20	.....
40 Kincardine	B	4	1	639	530	738	82	34	800
41 Leamington	B	2	....	328	105	400	88	44	.....
42 Listowel	B	2½	.....	383	.....	517	55	10	250
43 Lucan	B	3	.....	366	90	634	68	21	.....
44 Madoc	B	1	.....	243	.....	517	90	8	.....
45 Markham	B	2¼	.....	257	.....	891	40	38	.....
46 Meaford	B	3½	.....	485	540	693	91	7	1,250
47 Midland	B	6	.....	417	95	800	36	35	.....
48 Mitchell	B	¾	.....	304	.....	513	53	46	550
49 Mount Forest	B	2½	1	440	.....	425	43	.....	.....
50 Newburgh	S	1½	1	529	.....	442	85	36	.....
51 Newcastle	B	2	1	275	.....	356	39	4	.....
52 Newmarket	B	¾	.....	302	213	582	74	10	*.....
53 Niagara	B	½	.....	204	100	190	69	17	.....
54 Niagara Falls South	B	2	.....	305	95	358	41	3	.....
55 North Bay	B	2	.....	184	95	423	54	35	.....
56 Norwood	B	8	1	366	.....	389	21	1	.....
57 Oakville	B	1½	1	293	150	264	55	3	.....

HIGH SCHOOLS.—Continued.

Information.—Continued.

	ment.		Religious and other exercises.					Destination of Pupils.					
	Value of equipment of gymnasium.	Value of museum, aquarium, etc.	Schools using authorized Scripture readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.	Commencement exercises.	Number who entered mercantile life.	Number who became occupied with agriculture.	Number who entered the professions of law, medicine and the church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
	$	$											
1	.....	.....	.....	1	.....	.....	.....	2	.....	2	5	1	13
2	.....	.....	.....	1	.....	1	.....	10	1	1	6	1	6
3	.....	.....	.....	1	.....	.....	1	7	.....	.....	12	.....	19
4	92	.....	.....	1	.....	.....	1	1	12	2	8	3	14
5	13	.....	.....	1	.....	.....	1	8	10	2	5	2	20
6	.....	.....	.....	1	.....	1	1	2	10	1	2	.....	9
7	.....	.....	.....	1	.....	.....	.....	2	7	.....	6	2	2
8	.....	.....	.....	1	.....	.....	.....	13	.....	9	1	3	20
9	.....	5	1	1	.....	.....	.....	5	8	1	7	2	9
10	34	.....	.....	1	.....	1	1	3	10	3	15	.....	3
11	10	35	.....	1	.....	.....	1	5	12	2	10	3	20
12	.....	.....	.....	1	.....	.....	.....	2	4	.....	1	1	3
13	.....	.....	1	1	.....	.....	1	2	5	3	4	1	.....
14	.....	.....	1	1	.....	.....	1	6	3	2	9	.....	20
15	.....	.....	.....	1	.....	.....	1	7	3	.....	7	4	13
16	.....	.....	.....	1	.....	.....	.....	5	6	1	2	2	18
17	.....	4	.....	1	.....	1	1	5	7	1	7	2	7
18	.....	30	1	1	.....	.....	.....	2	.....	.....	5	.....	6
19	.....	23	1	1	.....	.....	.....	17	5	4	16	6	26
20	211	.....	.....	.....	.....	.....	.....	5	2	.....	9	.....	19
21	.....	.....	.....	1	.....	.....	1	4	6	5	3	9	18
22	.....	.....	.....	1	.....	.....	.....	3	2	.....	2	.....	17
23	.....	.....	.....	1	.....	.....	1	5	12	1	10	.....	21
24	.....	1,000	1	1	.....	1	1	8	.....	2	2	3	9
25	205	50	1	1	.....	1	1	10	8	1	10	4	12
26	.....	.....	.....	1	.....	.....	1	8	6	5	16	3	4
27	.....	.....	.....	1	.....	.....	.....	8	3	1	7	.....	16
28	101	.....	.....	1	.....	.....	1	3	.....	3	1	1	4
29	.....	.....	1	1	.....	.....	1	6	6	2	7	6	19
30	5	65	1	1	.....	.....	1	6	7	.....	13	.....	8
31	36	100	.....	1	.....	.....	1	6	11	3	9	7	.....
32	.....	.....	.....	1	.....	.....	1	3	.....	6	5	1	7
33	.....	.....	1	1	.....	.....	.....	5	6	.....	4	.....	13
34	.....	.....	.....	1	1	1	.....	6	8	3	3	.....	10
35	4	.....	1	1	.....	.....	.....	9	1	.....	6	1	19
36	.....	.....	.....	1	.....	1	.....	.....	7	.....	1	4	10
37	26	250	1	1	.....	.....	1	1	11	1	9	7	5
38	18	.....	.....	1	.....	.....	.....	3	2	3	17	4	14
39	.....	18	.....	1	.....	.....	1	12	.....	1	1	1	16
40	21	27	.....	1	.....	1	1	17	3	2	15	7	16
41	35	.....	1	1	1	1	.....	2	3	.....	15	1	12
42	42	.....	.....	1	.....	.....	1	3	.....	2	8	1	14
43	.....	.....	.....	1	.....	.....	1	2	12	.....	6	1	12
44	.....	.....	1	1	.....	1	.....	3	.....	.....	6	.....	12
45	13	.....	.....	1	.....	1	.....	12	10	10	14	.....	14
46	235	.....	.....	1	.....	1	1	4	4	.....	22	4	16
47	.....	28	.....	1	.....	.....	1	5	2	2	14	2	2
48	195	.....	1	1	.....	.....	1	4	2	.....	8	1	6
49	10	.....	1	1	.....	1	1	3	2	.....	8	1	12
50	.....	.....	.....	1	.....	.....	1	4	12	.....	15	2	6
51	.....	.....	.....	1	.....	.....	.....	1	5	.....	8	.....	10
52	97	.....	.....	1	.....	1	1	5	9	1	10	1	19
53	14	10	.....	1	.....	.....	1	7	3	.....	2	.....	9
54	.....	.....	.....	1	.....	.....	.....	2	.....	.....	.....	.....	13
55	.....	.....	.....	1	.....	1	.....	2	.....	1	1	.....	19
56	2	.....	1	1	.....	.....	.....	2	4	1	9	4	15
57	.....	.....	1	1	.....	.....	.....	7	6	.....	1	1	8

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

	High Schools.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	Value of library.	Value of typewriters.	Value of scientific apparatus.	Value of charts, maps and globes.	Value of models for drawing.	Equipment (not including gymnasium equipment.)
					$	$	$	$	$	$
58	Omemee	B	1½	1	205		278	57	47	
59	Orangeville	B	2½		688		671	92	10	
60	Oshawa	B	3	1	300	380	473	107	47	
61	Paris	B	4	1	429	212	693	108	26	
62	Parkhill	B	3	1	344	350	514	120	3	
63	Pembroke	B	¾	1	317		664	94	53	
64	Penetanguishene	B	10		304	180	621	55	61	
65	Petrolea	B	1¾		399		531	35	35	
66	Picton	B	2½		680	450	798	48	45	5,000
67	Plantagenet	B	1		150		185	17	21	
68	Port Arthur	B & S	3	1	441	180	556	114	46	
69	Port Dover	B	1½	1	434	100	447	50	20	
70	Port Elgin	B	1¼		339	180	404	48	2	
71	Port Hope	B	1½		689	350	842	84	29	
72	Port Perry	B	3	1	278		574	55	8	
73	Port Rowan	B	2½	1	312		363	49	20	
74	Prescott	B	1⅛	1	303	210	473	107	20	
75	Richmond Hill	B	1½	1	222	65	375	42	7	
76	Rockland	B	3		226		147	46	7	
77	Sault Ste. Marie	B	4¾		380		418	355	60	
78	Simcoe	B	6	1	439		861	144	50	
79	Smith's Falls	B	¾	1	615	110	752	67	40	
80	Smithville	B	1½		130		422	41	2	
81	Stirling	B	1	1	236		328	42	10	
82	Streetsville	B	⅛		309	195	299	60	28	
83	Sudbury	B			49		202		2	
84	Sydenham	S	2½		356		434	37	12	
85	Thorold	B	2½		271	180	454	133	3	
86	Tillsonburg	B & S	2½		304	150	540	91	52	
87	Toronto, East	B	1½		316		393	30	6	
88	Toronto, North-West	B		1	87		580	6	50	
89	Toronto, Technical	B	⅓	1	982	680	7,277	49	821	
90	Toronto, Riverdale	B	3¾	1	390		1,773	53	43	
91	Trenton	B	3½	1	610	80	435	70	50	
92	Uxbridge	B	⅝	1	381		692	96	40	
93	Vienna	B	5	1	476	22	299	105	39	
94	Walkerton	B	1¼		341	180	559	50	20	
95	Wardsville	B	1½	1	275		243	47	34	
96	Waterdown	S	3¼	1	242		391	58	15	
97	Waterford	B	3		426		491	94	26	
98	Watford	B	2		364	120	447	110	47	
99	Welland	B	1½		302		610	52	40	
100	Weston	B	¾		314	50	450	105	15	
101	Wiarton	S	2		375		298	53	41	
102	Williamstown	B & S	3		311		364	101	10	
103	Wingham	B	3		341		421	23	29	
1	Totals, High Schools			47	39,867	8,691	58,134	7,172	3,461	8,650
2	Totals, Collegiate Institutes			22	40,545	15,318	52,587	5,504	1,573	61,833
3	Grand Totals, 1908			69	80,412	24,009	110,721	12,676	5,034	70,483
4	Grand Totals, 1907			67	75,716	21,719	101,236	12,363	4,168	56,094
5	Increases			2	4,696	2,290	9,485	313	866	14,389
6	Decreases									
7	Percentages			47.58						

HIGH SCHOOLS.—Concluded.

Information.—Concluded.

	ment.		Religious and other exercises.					Destination of Pupils.					
	Value of equipment of gymnasium.	Value of museum, aquarium, etc.	Schools using authorized Scripture readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using Bible.	Commencement exercises.	Number who entered mercantile life.	Number who became occupied with agriculture.	Numberwhoentered the professions of law, medicine and the church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.
	$	$											
58				1			1	5	8	1	8	1	3
59				1			1	10	7		25	6	22
60		40	1	1				24	10		2		18
61		7	1	1			1	8	8		3		13
62				1			1	8	8	4	17	3	10
63		25		1			1	21	2	6	3	2	16
64		75		1			1	4	7		2		12
65			1	1		1		7	2	2	8		19
66	26	25		1					19		7	1	33
67				1	1						12		6
68				1			1	4		1	1	2	11
69			1	1			1	5	3		2	3	9
70				1		1	1	2	2		3		3
71	34	13	1	1			1	11	9	7	24	2	21
72		10		1			1	6	7	3	8	5	3
73	8		1	1				4	4		2		2
74	29	7		1			1	8	2		4	3	12
75			1	1		1		1	6	3	2	4	11
76							1	7			4		6
77	12	15		1			1	6		3	12		21
78	30		1	1		1	1	9	5	2	13	6	16
79				1			1	6	2	2	9	2	14
80				1	1	1		3	9		3		15
81		8	1	1		1		7	2		14	1	6
82				1		1		3	7		2	1	6
83				1				4					15
84				1		1	1		11	2	13		6
85				1				2	3		2		3
86	11	120		1				4	4		8	2	27
87	6			1			1	17	6	4	5	5	12
88			1	1		1	1	1					7
89		30		1			1	77		2	3	9	337
90	40			1		1	1	12		4	6	6	13
91			1	1			1	12	3	1	7		24
92			1	1	1		1	5	5		12	6	12
93	7		1	1			1	2	5		3		1
94	7	3	1					8	2	3	12		17
95				1				1	2		2	1	4
96				1					14		6	2	16
97		15		1				4	13		1	2	6
98							1	5	14		14	4	6
99				1			1	6	10		3	3	32
100				1		1	1	9	7		6	1	15
101				1		1	1	8	7	1	8	1	16
102				1				1	4	4	7		7
103				1			1	3	15	1	17		17
1	1,629	2 038	32	99	5	28	61	650	532	146	750	194	1,585
2	7,968	5,201	18	41	1	14	32	1,045	362	228	637	292	1,690
3	9,597	7,239	50	140	6	42	93	1,695	894	374	1,387	486	3,275
4	9,803	5,788	50	137	5	44	90	1,982	803	401	1,436	448	3,088
5		1,451		3	1		3		91			38	187
6	206					2		287		27	49		
7			34.48	96.55	4.14	28.96	64.14	20.89	11.02	4.61	17.10	5.99	40.37

TABLE L.—PROTESTANT SEPARATE SCHOOLS.

	No. 4 Gratton.	No. 2 Hagarty.	No. 6 North Plantagenet.	No. 1 North Tilbury.	L'Original, Village.	Penetanguishene, Town.	Totals.
Number of Schools	1	1	1	1	1	1	6
Receipts:	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Balances from 1907	41 73	.....	40 55	203 51	92 14	115 00	492 93
Government grants	46 00	69 00	123 71	111 16	11 31	159 80	520 98
Municipal grants and assessments	545 36	430 00	469 73	403 57	487 91	2,850 00	5,186 57
Other sources	.....	320 00	.....	.....	1 55	15 50	337 05
Totals	633 09	819 00	633 99	718 24	592 91	3,140 30	6,537 53
Expenditure:							
Teachers' salaries	375 00	270 00	175 00	350 00	435 00	2,067 50	3,672 50
School sites and buildings	8 20	365 00	1 35	.....	30 48	265 50	670 53
Libraries, maps, apparatus, etc.	.....	20 00	34 60	.....	1 95	32 79	89 34
Other expenses	57 99	160 00	51 71	58 83	93 65	727 07	1,149 25
Totals	441 19	815 00	262 66	408 83	561 08	3,092 86	5,581 62
Balances on hand	191 90	4 00	371 33	309 41	31 83	47 44	955 91
Teachers:							
Male	.....	.....	.....	.....	.....	1	1
Female	1	1	1	1	1	3	8
Certificates	III	Temp.	III	III	III	2 II; 2 III	2 II; 6 III; 1 Temp.
Salaries	$375	$270	$300	$350	$425	Male $750 Female $443	Av. male $750 Av. female $381
Pupils:							
Total number attending	45	67	13	26	26	245	422
Boys	23	36	7	14	18	136	234
Girls	22	31	6	12	8	109	188
Average attendance	20	28	4	15	16	160	243
No. in 1st Reader, Part I.	10	24	4	7	5	77	127
" 1st " Part II.	7	7	1	5	3	18	41
" 2nd "	5	6	1	4	4	50	70
" 3rd "	9	12	4	6	1	50	82
" 4th "	11	17	3	4	10	50	95
" 5th or High S. Reader	3	1	.....	.....	3	.....	7
" Art	45	30	13	26	26	245	385
" Geography	28	30	13	19	20	245	355
" Music	.....	.....	13	26	.....	245	284
" Literature	45	36	13	19	26	245	384
" Composition	28	17	13	19	20	245	342
" Grammar	23	30	7	14	13	100	187
" English History	14	18	7	10	10	50	109
" Canadian History	17	18	7	10	13	100	165
" Physiology & Hygiene	11	17	7	19	10	77	141
" Nature Study	45	.....	13	26	18	245	347
" Physical Culture	45	.....	13	.....	.....	245	303
" Bookkeeping	2	1	.....	.....	3	.....	6
" Arith. & Mensuration.	2	1	.....	.....	3	77	83
" Algebra	2	1	.....	.....	3	.....	6
" Geometry	2	1	.....	.....	3	.....	6
" Agriculture	.....	.....	.....	.....	.....	50	50
Brick, frame or log school house	Frame.	Frame.	Frame.	Brick.	Brick.	Brick.	3 Bk.; 3 Fr.
Number of maps	7	8	10	10	15	11	61
Number of globes	1	1	1	1	1	1	6

TABLE M.—REPORT ON KINDERGARTENS.

Municipality.	Number of Kindergartens.	Number of Teachers.	Directors.	Assistants.	Average Salary, Director.	Average Salary, Assistant.	Number of Pupils attending.	Average daily attendance.
Cities:								
Brantford	5	11	5	6	350	208	380	216
Chatham	3	6	3	3	458	300	304	129
Guelph	1	2	1	1	400	200	131	52
Hamilton	14	16	14	2	521	350	1,517	525
Kingston	4	4	4	.....	370	.....	293	111
London	18	34	18	16	586	400	1,469	584
Ottawa	19	35	20	15	522	360	1,589	555
Peterborough	5	6	5	1	475	300	377	118
*Port Arthur	1	2	1	1	600	250	40	7
St. Catharines	1	2	1	1	450	300	158	49
*St. Thomas	4	3	3	.....	433	.....	227	65
Stratford	3	3	3	.....	450	.....	418	131
Toronto	48	126	47	79	591	420	7,090	2,411
West Toronto	3	6	3	3	458	333	368	156
Towns:								
Aylmer	1	2	1	1	375	150	116	46
Barrie	1	1	1	.....	450	.....	51	18
Berlin	7	7	7	.....	461	.....	277	190
Cobourg	1	2	1	1	375	175	121	44
Collingwood	1	2	1	1	400	200	121	33
Dundas	1	1	1	.....	450	.....	180	82
Galt	1	1	1	.....	550	.....	54	38
Hespeler	1	1	1	.....	450	.....	54	34
Ingersoll	1	1	1	.....	450	.....	99	36
Listowel	1	1	1	.....	325	.....	75	22
Owen Sound	3	4	3	1	350	175	414	128
Picton	1	2	1	1	550	120	90	29
Preston	1	1	1	.....	450	.....	73	45
Simcoe	1	1	1	.....	350	.....	108	32
Tillsonburg	1	1	1	.....	400	.....	88	33
Walkerton	1	1	1	.....	350	.....	26	10
Waterloo	2	2	1	1	425	.....	86	61
Welland	1	1	1	.....	350	.....	83	30
Totals, 1908	156	288	154	134	516	378	16,477	6,020
Totals, 1907	145	277	147	130	467	332	15,242	5,498
Increases	11	11	7	4	49	46	1,235	522

* School opened in September.

TABLE N.—REPORT ON NIGHT SCHOOLS.

	Number of Night Schools.	Teachers.	Pupils attending.	Average daily attendance.
Toronto	10	18	889	208

TABLE O.—REPORT ON TRUANCY.

Cities.	Number of children otherwise employed during school hours	Number of cases of truancy reported to the Truant Officer.	Number of notices sent by Truant Officer to parents or guardians.	Number of complaints made before Police Magistrates or J. P's.	Number of convictions.	Number of children not attending any school.
Belleville	5	137	6			
Brantford	3	7	5	5	1	
Chatham		53	53			12
Guelph		34	45	1		
Hamilton		143	675	51	6	400
Kingston		118	118	6		
London	20	25	90	16	15	
Niagara Falls	8	27	140	7	4	201
Ottawa	15	300	51			
Peterborough		70	30	2		1
Port Arthur		35	8			
St. Catharines		25	20			25
St. Thomas	1	34	28	2	1	
Stratford			476			
Toronto		6,274	100	27	27	
West Toronto			14	1	1	
Windsor		224	12			
Woodstock		3	50	5		3
Towns.						
Arnprior		2	2			
Aylmer		8	8	5	5	10
Barrie	2	14	8	2	1	7
Berlin	6	103	29			
Bowmanville	3	10	16	1		6
Brampton		20	20			
Brockville		28	28	3		
Campbellford	1	20	20	2		
Carleton Place			4			
Cobourg			7	3	3	
Collingwood		46	46	6	6	
Copper Cliff		20	6			
Cornwall		92	92	1	1	
Dresden		15	15			
Dundas		35	21	3	3	
Durham		5	5			
Essex		20	20			
Forest	4	10	3			
Galt	3	9	15			4
Gananoque	1	10	16	1	1	
Gravenhurst		10	10			
Hespeler		24	8			3
Ingersoll		1	4			
Kenora	3	17	17			
Latchford		1	1	1	1	
Lindsay		32	32	6	1	
Listowel		25	25			
Mattawa		24	24			
Mitchell		4	4			1
Napanee		4	4			
New Liskeard		25	25			
Newmarket		7	2			
Niagara		11	3			
North Bay		2	2			
North Toronto		4	4			
Orangeville	6	3	3	4	4	55
Orillia		25	25	1		
Owen Sound	8	35	320	1	1	1
Paris	1		3	1		
Parkhill		2	3			
Pembroke		1				
Perth	1	9	9	5	2	
Petrolea	2	75	25	2	2	10
Picton		70	11	2	2	
Port Hope		1	1			

TABLE O.—REPORT ON TRUANCY.—Concluded.

Towns.—Continued.	Number of children otherwise employed during school hours.	Number of cases of truancy reported to the Truant Officer.	Number of notices sent by Truant Officer to parents or guardians.	Number of complaints made before Police Magistrates or J. P's.	Number of convictions.	Number of children not attending any school.
Preston	2	5	1			
Rainy River		1	1			
St. Mary's	1					
Sandwich		3	2			
Sarnia	1	10	2	1		7
Southampton		1	2			2
Sturgeon Falls		2	1			
Sudbury		6				
Thessalon	6	25	25	1		
Thorold		2	2			
Tillsonburg				2		10
Uxbridge		6	6			
Waterloo		15	10			2
Walkerville			1			
Wallaceburg	2	25	3			
Wiarton		10	21	3	2	9
Villages.						
Acton		2	3			
Alvinston	3		4	1		1
Bancroft		1	1			1
Bayfield	5	10	10			
Beaverton		1	1			
Blyth		25	25			
Bolton		6	1			
Bradford			4			8
Bridgeburg		4	4			
Brighton						3
Caledonia		5	4	3		
Cayuga			3			
Chippewa	1	5	7	1		
Colborne		5	3			
Delhi		6	1			
Drayton		1	1			1
Dundalk		1				
Elora		2	2			2
Exeter	5	3	4			
Fergus	3		2	2		3
Fort Erie		15				15
Georgetown		9	9			
Glencoe	1	2	3			
Lakefield		5	5			
Markdale		10	10			
Markham						1
Merrickville		2				
Merritton		2	2			
Milverton		6	2			1
Morrisburg		3	3			
Newbury		1				
Norwich	3	2	10			
Oil Springs		3	9			
Point Edward	2	4	5			
Port Colborne			30	3	1	
Port Stanley			3			
Shelburne	8	13	13			
South River		20	20			
Springfield		2	2			
Tara		2	1			
Tweed	2	3	6	1	1	2
Watford	5	2	5			5
Winchester	3	3	3	3		
Wyoming	3		2			
Totals	149	8,685	3,167	194	92	812

NOTE.—Urban municipalities not in this table either reported no truants or did not report at all.

TABLE P.—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Education in also Normal College and Normal and Normal Model Schools, from the year

No.	Subjects compared.	1867.	1872.	1877.	1882.
1	Population		1,620,851		1,926,922
2	School population between the ages of five and sixteen years, up to 1884 (and five to twenty-one subsequently)	447,726	495,756	494,804	483,817
3	High Schools (including Collegiate Institutes)	102	104	104	104
4	*Normal College and Normal and Normal Model Schools	3	3	4	6
5	Total Public Schools in operation	4,261	4,490	4,955	5,013
6	Total Roman Catholic Separate Schools	161	171	185	190
7	Grand total of all schools in operation	4,527	4,768	5,248	5,313
8	Total pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,348
9	Total students and pupils attending Normal College, Normal and Normal Model Schools	800	800	900	1,059
10	Total pupils attending Public Schools	382,719	433,256	465,908	445,364
11	Total pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148
12	Grand Total students and pupils attending High, Public, Separate Schools, Normal College and Normal and Model Schools	408,139	463,430	500,989	484,919
13	Total amount paid for the salaries of Public and Separate School teachers	$1,093,516	1,371,594	2,038,099	2,144,448
14	Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc	$379,672	835,770	1,035,390	882,526
15	Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs to School houses, and for libraries apparatus, etc	$1,473,188	2,207,364	3,073,489	3,026,974
16	Total amount paid for High School (and Collegiate Institute) Teachers' salaries	$94,820	141,812	211,607	253,864
17	Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc	$19,190	31,360	51,417	89,857
18	Grand total paid for educational purposes as above	$1,587,198	2,380,536	3,336,513	3,370,695
19	Total Public and Separate School Teachers	4,890	5,476	6,468	6,857
20	Total Male Teachers	2,849	2,626	3,020	3,062
21	Total Female Teachers	2,041	2,850	3,448	3,795

* Normal College was closed in 1907, the training of teachers of the higher grades and Queen's

STATISTICAL ABSTRACT.

Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), 1867 to 1908 compiled from the Returns in the Department of Education.

No.	1887.	1892.	1897.	1902.	1906.	1907.	1908.
1	.....	2,114,321	.....	2,167,938	.....	.....	.....
2	611,212	595,238	590,055	584,512	595,257	590,285	596,713
3	112	128	130	134	142	143	145
4	6	6	7	8	8	7	10
5	5,277	5,577	5,574	5,671	5,797	5,819	5,869
6	229	312	340	391	443	449	465
7	5,624	6,023	6,051	6,204	6,390	6,418	6,489
8	17,459	22,837	24,390	24,472	29,392	30,331	31,912
9	1,204	1,270	1,492	1,709	1,526	1,407	2,074
10	462,839	448,204	441,157	420,094	413,290	413,510	417,036
11	30,373	37,466	41,620	45,964	50,760	51,502	53,551
12	511,875	509,777	508,659	492,239	494,968	496,750	504,573
13	2,458,540	2,752,628	2,886,061	3,198,132	3,880,548	4,389,524	4,643,571
14	1,283,565	1,301,289	1,329,609	1 627,028	2,522,658	3,166,655	3,300,255
15	3,742,105	4,053,917	4,215,670	4,825,160	6,403,206	7,556,179	7,943,826
16	327,452	470,828	532,837	547,402	716,471	783,782	860,955
17	168,160	215,871	183,139	222,278	312,823	429,915	524,877
18	4,237,717	4,740,616	4,931,646	5,594,840	7,432,500	8,769,876	9,329,658
19	7,594	8,480	9,128	9,631	10,053	10,200	10,391
20	2,718	2,770	2,784	2,311	1,881	1,813	1,860
21	4,876	5,710	6,344	7,320	8,172	8,387	8,531

being thereafter carried on by the Faculties of Education at the University of Toronto University, Kingston.

APPENDIX B—TEACHERS'

FINANCIAL

Name of Institute.	Number of Institutes.	Number of members.	Receipts.		
			Government grant.	Municipal grant.	Members' fees.
			$ c.	$ c.	$ c.
1 Algoma	1	41	30 00	.....	10 25
2 Brant	1	85	25 00	25 00	.....
3 Bruce, East	1	120	25 00	25 00	.....
4 Bruce, West	1	100	25 00	25 00	.....
5 Carleton	1	66	25 00	25 00	33 00
6 Dufferin	1	122	25 00	25 00	.....
7 Dundas	1	80	25 00	25 00	38 75
8 Durham	1	120	25 00	25 00	.....
9 Elgin	1	150	25 00	25 00	.....
10 Essex, North	1	85	.....	50 00	.....
11 Essex, South	1	117	25 00	50 00	17 25
12 Frontenac	1	150	25 00	25 00	.....
13 Glengarry	1	95	25 00	25 00	.....
14 Grenville	1	109	25 00	25 00	.....
15 Grey, East	1	16	25 00	25 00	4 00
16 Grey, South	1	36	25 00	25 00	9 00
17 Grey, West	1	95	25 00	25 00	21 00
18 Haliburton	1	57	.....	.....	.....
19 Haldimand	1	112	25 00	25 00	.....
20 Halton	1	98	25 00	25 00	.....
21 Hastings, North	1	124	25 00	25 00	.....
22 Hastings, South	1	110	25 00	25 00	.....
23 Huron, East	1	137	25 00	25 00	.....
24 Huron, West	1	66	25 00	25 00	14 95
25 Kent, East	1	90	25 00	25 00	30 00
26 Kent, West	1	132	25 00	25 00	25 00
27 Lambton, East	1	98	25 00	25 00	24 50
28 Lambton, West	1	124	25 00	25 00	.....
29 Lanark	1	220	25 00	25 00	14 55
30 Leeds, No. 1 (West)	1	101	25 00	25 00	10 25
31 Leeds, No. 2 (East)	1	60	25 00	25 00	15 00
32 Lennox and Addington	1	134	25 00	25 00	25 00
33 Lincoln	1	89	25 00	25 00	.....
34 Manitoulin (Gore Bay)	1	25	30 00	.....	.....
35 Manitoulin (Manitowaning)	1	28	30 00	.....	.....
36 Manitoulin (Sudbury)	1	26	30 00	.....	.....
37 Middlesex, East	1	110	25 00	65 00	26 00
38 Middlesex, West	1	104	25 00	100 00	52 00
39 Muskoka	1	146	30 00	.....	.....
40 Nipissing	1	32	55 00	.....	8 00
41 Norfolk	1	140	25 00	50 00	.....
42 Northumberland	1	150	25 00	25 00	.....
43 Ontario, North	1	73	25 00	25 00	19 75
44 Ontario, South	1	84	25 00	25 00	.....
45 Oxford	1	60	25 00	25 00	15 00
46 Parry Sound, East, and South Nipissing	1	67	30 00	.....	.....

INSTITUTES.

STATEMENT.

	Receipts.—Continued.		Expenditure.				
	Balances and other sources.	Total receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total expenditure.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1	55 45	95 70	7 50	.....	43 10	50 60	45 10
2	121 31	171 31	8 00	.....	19 30	27 30	144 01
3	38 93	88 93	6 26	19 00	25 00	50 26	38 67
4	181 98	231 98	6 28	54 50	46 75	107 53	124 45
5	28 11	111 11	6 68	.....	60 70	67 38	43 73
6	.....	50 00	6 58	3 90	.....	10 48	39 52
7	86 30	175 05	8 15	.....	71 99	80 14	94 91
8	39 29	89 29	9 25	.....	10 95	20 20	69 09
9	230 90	280 90	6 00	.....	24 00	30 00	250 90
10	119 79	169 79	.....	.....	12 00	12 00	157 79
11	73 35	165 60	61 23	.....	14 40	75 63	89 97
12	39 02	89 02	3 96	12 95	48 45	65 36	23 66
13	46 94	96 94	20 65	.....	49 98	70 63	26 31
14	59 79	109 79	7 38	.....	38 97	46 35	63 44
15	70 53	124 53	2 00	21 75	10 00	33 75	90 78
16	249 08	308 08	7 79	68 00	61 00	136 79	171 29
17	91 84	162 84	8 50	.....	63 80	72 30	90 54
18	43 20	43 20	3 10	1 85	20 45	25 40	17 80
19	259 21	309 21	5 53	.....	23 10	28 63	280 58
20	66 15	116 15	5 90	15 00	6 00	26 90	89 25
21	90 71	140 71	8 79	.....	37 00	45 79	94 92
22	143 98	193 98	12 68	.....	103 48	116 16	77 82
23	54 35	104 35	6 32	.....	13 70	20 02	84 33
24	141 65	206 60	41 37	5 25	82 10	128 72	77 88
25	51 38	131 38	9 00	.....	81 15	90 15	41 23
26	58 73	133 73	6 28	.....	73 00	79 28	54 45
27	60 07	134 57	6 80	.....	73 60	80 40	54 17
28	108 16	158 16	41 90	.....	63 85	105 75	52 41
29	129 45	194 00	15 00	24 25	56 50	95 75	98 25
30	102 89	163 14	7 91	28 75	68 00	104 66	58 48
31	38 75	103 75	6 99	16 25	54 30	77 54	26 21
32	38 50	113 50	8 95	.....	35 05	44 00	69 50
33	99 36	149 36	5 40	.....	52 55	57 95	91 41
34	26 92	56 92	2 30	.....	10 00	12 30	44 62
35	.....	30 00	2 07	.....	1 20	3 27	26 73
36	.....	30 00	4 10	.....	5 65	9 75	20 25
37	11 90	127 90	63 15	.....	29 10	92 25	35 65
38	100 74	277 74	39 16	.....	151 78	190 94	86 80
39	83 87	113 87	5 85	.....	7 85	13 70	100 17
40	25 30	88 30	10 25	.....	52 45	62 70	25 60
41	88 54	163 54	51 65	8 11	46 55	106 31	57 23
42	126 26	176 26	6 25	.....	59 15	65 40	110 86
43	75 26	145 01	4 50	.....	92 25	96 75	48 26
44	146 00	196 00	5 00	.....	38 50	43 50	152 50
45	100 75	165 75	7 16	.....	82 02	89 18	76 57
46	13 00	43 00	5 05	.....	1 95	7 00	36 00

TEACHERS'

FINANCIAL

Name of Institute.—Continued.	Number of Institutes.	Number of members.	Receipts.		
			Government grant.	Municipal grant.	Members' fees.
			$ c.	$ c.	$ c.
47 Parry Sound, West	1	50	30 00	.....	9 00
48 Peel	1	100	25 00	25 00	.....
49 Perth	1	104	25 00	25 00	52 00
50 Peterborough	1	122	25 00	25 00	.....
51 Prescott and Russell	1	94	25 00	25 00	.....
52 Prince Edward	1	90	25 00	25 00	.....
53 Rainy River	1	40	30 00	.....	.....
54 Renfrew	1	85	25 00	.....	42 50
55 Simcoe, East	1	97	25 00	25 00	.....
56 Simcoe, North	1	100	25 00	25 00	26 00
57 Simcoe, South-West	1	37	25 00	25 00	9 25
58 Stormont	1	81	25 00	25 00	40 50
59 Thunder Bay	1	70	30 00	.....	.....
60 Victoria, East	1	54	25 00	37 50	.....
61 Victoria, West	1	72	25 00	25 00	.....
62 Waterloo	1	187	25 00	25 00	83 50
63 Welland	1	155	25 00	.....	.....
64 Wellington, North	1	100	25 00	25 00	22 75
65 Wellington, South	1	99	25 00	25 00	.....
66 Wentworth	1	110	25 00	25 00	21 50
67 York, North	1	38	25 00	.....	9 50
68 York, South	1	118	25 00	25 00	29 50
69* Ontario Educational Association	1	855	1,000 00	.....	427 50
Cities and Towns.					
70 Belleville	1	30	25 00	25 00	.....
71 Brantford	1	66	25 00	25 00	.....
72 Brockville	1	24	25 00	25 00	6 00
73 Guelph	1	39	25 00	25 00	.....
74 Hamilton	1	201	25 00	25 00	50 25
75 Kingston	1	57	25 00	25 00	14 25
76 London	1	184	25 00	25 00	48 75
77 Ottawa	1	250	25 00	25 00	132 00
78 Peterborough	1	61	25 00	25 00	3 50
79 St. Catharines	1	28	25 00	25 00	.....
80 St. Thomas	1	44	25 00	.....	.....
81 Stratford	1	45	25 00	.....	54 10
82 Toronto	1	733	25 00	25 00	368 00
83 Windsor and Walkerville	1	77	25 00	25 00	19 00
Totals, 1908	83	9,081	3,075 00	1,852 50	1,882 60
Totals, 1907	81	9,319	2,850 00	1,920 00	1,671 32
Increases	2	.....	225 00	.....	211 28
Decreases	.....	238	.....	67 50	.....

*Statement for 1908-9.

INSTITUTES.—Concluded.

STATEMENT.—Concluded.

	Receipts.—Continued.		Expenditure.				
	Balances and other sources.	Total receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total expenditure.	Balances.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
47	30 42	69 42	7 19	15 00	8 95	31 14	38 28
48	9 51	59 51	3 00	.....	46 50	49 50	10 01
49	116 21	218 21	16 35	.....	180 75	197 10	21 11
50	11 05	61 05	5 55	.....	29 20	34 75	26 30
51	168 64	218 64	13 15	.....	40 70	53 85	164 79
52	68 84	118 84	6 15	14 39	34 60	55 14	63 70
53	44 30	74 30	9 80	.....	.....	9 80	64 50
54	60 62	128 12	10 71	.....	96 92	107 63	20 49
55	30 48	80 48	4 58	.....	56 50	61 08	19 40
56	44 43	120 43	3 50	4 05	29 05	36 60	83 83
57	52 85	112 10	9 25	30 00	45 50	84 75	27 35
58	75 00	165 50	8 30	.....	103 75	112 05	53 45
59	38 35	68 35	13 25	.....	40	13 65	54 70
60	151 32	213 82	25 95	.....	25 00	50 95	162 87
61	114 47	164 47	23 55	7 50	85	31 90	132 57
62	100 46	233 96	26 35	.....	127 05	153 40	80 56
63	99 34	124 34	8 80	.....	74 80	83 60	40 74
64	187 65	260 40	9 80	63 70	50 25	123 75	136 65
65	57 92	107 92	8 27	.....	71 90	80 17	27 75
66	34 55	106 05	10 19	.....	64 70	74 89	31 16
67	144 12	178 62	7 14	21 75	22 88	51 77	126 85
68	49 89	129 39	23 52	7 50	30 50	61 52	67 87
69	527 87	1,955 37	1,113 33	.....	458 95	1,572 28	383 09
70	43 05	93 05	6 38	31 84	14 00	52 22	40 83
71	154 71	204 71	3 55	.....	81 05	84 60	120 11
72	62 08	118 08	7 05	25 95	29 00	62 00	56 08
73	18 93	68 93	1 96	45 88	20 00	67 84	1 09
74	252 04	352 29	21 45	.....	143 93	165 38	186 91
75	44 24	108 49	9 86	24 85	39 10	73 81	34 68
76	376 50	475 25	54 35	.....	297 00	351 35	123 90
77	90 99	272 99	21 50	.....	96 95	118 45	154 54
78	97 60	151 10	4 81	.....	39 50	44 31	106 79
79	78 02	128 02	20	53 50	8 35	62 05	65 97
80	73 54	98 54	3 45	10 00	56 85	70 30	28 24
81	98 67	177 77	13 10	98 70	.....	111 80	65 97
82	2,079 81	2,497 81	68 36	182 60	787 30	1,038 26	1,459 55
83	23 92	92 92	6 67	3 25	46 65	56 57	36 35
	9,530 08	16,340 18	2,164 99	920 02	5,282 05	8,367 06	7,973 12
	8,382 77	14,824 09	2,237 72	654 16	4,595 53	7,487 41	7,336 68
	1,147 31	1,516 09	.....	265 86	686 52	879 65	636 44
	.....	.....	72 73	.....	.....	.....	.....

APPENDIX C.—ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

ENTRANCE EXAMINATION, JUNE 1909.

Collegiate Institutes.	Examined.	Passed.
Barrie	117	70
Berlin	187	153
Brantford	283	191
Brockville	119	85
Chatham	212	140
Clinton	57	47
Cobourg	102	68
Collingwood	125	77
Galt	171	146
Goderich	74	52
Guelph	136	111
Hamilton	675	457
Ingersoll	118	72
Kingston	174	136
Lindsay	85	57
London	596	456
Morrisburg	86	23
Napanee	107	70
Niagara Falls	101	63
Orillia	131	83
Ottawa	551	386
Owen Sound	198	132
Perth	93	69
Peterborough	190	151
Picton	113	72
Renfrew	171	89
Ridgetown	59	34
St. Catharines	92	74
St. Mary's	153	103
St. Thomas	167	102
Sarnia	148	113
Seaforth	75	50
Stratford	206	166
Strathroy	155	88
Toronto (Harbord)	387	306
" (Jameson)	250	188
" (Jarvis)	307	227
" (West)	180	132
Vankleek Hill	66	44
Whitby	94	65
Windsor	175	151
Woodstock	208	123
Totals	7,694	5,422

High Schools.		
Alexandria	101	37
Almonte	62	48
Arnprior	84	62
Arthur	63	33
Athens	130	45
Aurora	37	16
Aylmer	82	62
Beamsville	41	24
Belleville	226	126
Bowmanville	53	38
Bradford	55	25
Brampton	90	57
Brighton	69	45
Caledonia	55	33
Campbellford	80	46
Carleton Place	73	48
Cayuga	52	26
Chesley	63	56
Colborne	37	23
Cornwall	148	69
Deseronto	65	45
Dundas	76	47
Dunnville	66	48
Dutton	49	35
Elora	42	30
Essex	87	68
Fergus	78	54
Forest	46	19
Fort William	76	53
Gananoque	86	45
Georgetown	49	27
Glencoe	72	47
Gravenhurst	50	26
Grimsby	48	36
Hagersville	39	24
Harriston	53	39
Hawkesbury	38	21
Iroquois	69	22
Kemptville	64	30
Kenora	21	17
Kincardine	59	37
Leamington	59	26
Listowel	59	40
Lucan	94	66
Madoc	87	39
Markham	108	72
Meaford	69	47
Midland	60	31
Mitchell	99	74
Mount Forest	85	58
Newburgh	87	54
Newcastle	25	11
Newmarket	72	54
Niagara	27	18
Niagara Falls South	33	21
North Bay	54	31
Norwood	83	33
Oakville	69	56
Omemee	76	39
Orangeville	76	54
Oshawa	93	76
Paris	51	36
Parkhill	86	46
Pembroke	135	67
Penetanguishene	41	18
Petrolea	72	49
Plantagenet	44	14

ENTRANCE EXAMINATION, JUNE 1909.—Continued.

High Schools.—Concluded.	Examined.	Passed.
Port Arthur	74	63
Port Dover	33	20
Port Elgin	38	27
Port Hope	72	59
Port Perry	68	43
Port Rowan	43	24
Prescott	97	36
Richmond Hill	52	39
Rockland	35	20
Sault Ste. Marie	125	67
Simcoe	110	68
Smith's Falls	85	54
Smithville	20	10
Stirling	54	38
Streetsville	31	13
Sudbury	69	41
Sydenham	56	28
Thorold	41	25
Tillsonburg	76	55
Toronto, East	81	47
Toronto, North-West	75	66
Toronto, Technical	102	77
Toronto, Riverdale	107	82
Trenton	51	30
Uxbridge	69	45
Vienna	44	30
Walkerton	87	58
Wardsville	30	26
Waterdown	53	34
Waterford	65	34
Watford	59	35
Welland	68	31
Weston	98	78
Wiarton	58	29
Williamstown	47	23
Wingham	113	97
Totals	7,064	4,371

Other Places.	Examined.	Passed.
Aberfoyle	27	19
Acton	35	24
Alliston	85	36
Alvinston	54	32
Ameliasburg	23	16
Amherstburg	45	34
Ancaster	37	26
Angus	18	11
Apsley	7	2
Arkona	35	20
Ashton	13	7
Aultsville	37	16
Avonmore	66	22
Ayr	31	23
Bailieboro	20	19
Bancroft	31	17
Barriefield	18	18
Bath	38	21
Battersea	28	17
Bayfield	18	9
Beaverton	40	23
Beeton	15	8
Belle River	13	10
Belmont	33	19
Bethany	19	10
Billings' Bridge	12	6
Binbrook	12	5
Blackstock	25	8
Blenheim	60	36
Blind River	20	6
Blyth	57	39
Bobcaygeon	33	6
Bolton	25	14
Bothwell	30	16
Bowesville	13	6
Bracebridge	46	22
Bridgeburg	28	14
Brigden	40	12
Bruce Mines	29	10
Brussels	68	48
Burford	34	18
Burgessville	21	12
Burk's Falls	34	20
Burlington	41	31
Burritt's Rapids	15	3
Byng Inlet	15	8
Cannington	50	29
Caistor Centre	10	5
Cardinal	36	20
Carp	44	19
Castleton	9	6
Cataraqui	29	22
Chapleau	12	0
Charleston	37	16
Chatsworth	39	25
Chester (Doncaster P.O.)	35	26
Chesterville	66	23
Claremont	17	12
Clifford	20	12
Cobalt	20	8
Cobden	69	12
Coldwater	18	10
Comber	31	24
Cookstown	40	14
Copper Cliff	16	11
Courtright	40	17
Crediton	29	16
Creemore	26	19
Crosshill	30	19
Cumberland	29	18
Dalkeith	17	10
Dashwood	15	12
Delhi	58	25
Delta	46	25
Denbigh	9	8
Desbarats	14	5
Dickenson's Landing	28	12
Dorchester Station	67	47
Drayton	61	35

ENTRANCE EXAMINATION, JUNE 1909.—Continued.

Other Places.—Continued.	Examined.	Passed.
Dresden	50	30
Drumbo	38	19
Dryden	12	9
Dundalk	52	27
Dungannon	34	23
Durham	71	39
Eastview	24	3
Easton's Corners	11	7
Eganville	97	43
Eglinton	33	30
Elmira	39	34
Elmvale	56	31
Embro	47	26
Emo	14	7
Englehart	5	1
Ennismore	24	15
Erin	48	34
Exeter	56	40
Fenelon Falls	45	23
Fenwick	49	31
Feversham	31	11
Finch	56	24
Fingal	64	38
Flesherton	37	22
Florence	31	16
Fordwich	16	11
Fort Frances	15	11
Fournier	28	10
Galetta	26	10
Glen Allan	10	6
Gore Bay	41	9
Grand Valley	49	32
Haileybury	22	12
Hall's Bridge	5	2
Hanover	30	18
Harrow	28	18
Harrowsmith	35	16
Hastings	17	15
Havelock	30	8
Hawkstone	32	15
Hensall	37	29
Hepworth	32	6
Highgate	39	23
Hillsdale	26	10
Horning's Mills	21	14
Huntsville	49	26
Irish Creek	24	11
Innerkip	10	5
Janetville	15	11
Jarvis	35	27
Jockvale	8	4
Kars	10	2
Keene	34	23
Keewatin	16	10
Keswick	5	5
Kilmaurs	13	6
Kimberley	16	7
King	23	15
Kingsville	34	24
Kinmount	21	10
Kintail	31	26
Kirkfield	44	26
Kleinburg	15	6
Lakefield	66	39
Lanark	98	49
Lancaster	34	21
Laurel	12	10
Lemonville	21	9
Lion's Head	21	5
Little Current	15	13
Little Britain	24	9
Lucknow	42	26
Macdonald Consolidated	23	19
Magnetewan	21	3
Manitowaning	23	4
Manotick	18	5
Maple	11	7
Markdale	54	26
Marmora	30	9
Marshville	46	16
Marsville	16	10
Massey	20	7
Mattawa	31	8
Maxville	46	25
Merivale	11	8
Merlin	42	16
Merrickville	22	15
Merritton	59	42
Metcalfe	47	10
Mildmay	30	18
Millbrook	40	17
Milton	75	45
Milverton	51	41
Minden	13	10
Moorefield	25	21
Moose Creek	29	11
Morewood	23	12
Mount Albert	22	17
Mount Elgin	15	6
Mount Hope	22	17
Mount Pleasant	12	6
Mountain	28	7
Mountain Grove	16	8
Neustadt	9	5
Newboro	47	22
New Hamburg	42	25
New Liskeard	33	18
Nobleton	10	4
North Augusta	11	3
North Gower	15	6
North Lancaster	22	11
Norwich	42	29
Oakwood	17	5
Oil Springs	50	26
Orono	34	26
Osgoode Station	9	4
Otterville	20	10
Paisley	60	26
Pakenham	31	30
Palmerston	33	29

ENTRANCE EXAMINATION, JUNE 1909.—Concluded.

Other Places.—Continued.	Examined.	Passed.
Parry Sound	73	52
Pelee Island	15	5
Plattsville	33	18
Port Colborne	34	21
Port Stanley	34	20
Powassan	38	18
Princeton	17	8
Queensville	14	8
Rainy River	12	11
Ramsayville	21	8
Randwick	12	7
Richard's Landing	9	3
Richmond	33	9
Ridgeway	35	14
Ripley	23	14
Rockton	42	28
Rockwood	38	29
Rodney	37	18
Rosemont	13	6
Roseneath	12	5
Russell	31	17
St. George	12	8
St. Helen's	22	18
Sandwich	67	38
Schomberg	28	15
Schreiber	17	11
Selkirk	34	20
Sharbot Lake	29	17
Shelburne	52	38
Solina	11	9
Southampton	21	18
South Indian	24	10
South Mountain	28	8
South River	32	5
Sparta	22	17
Spencerville	38	18
Springfield	18	10
Stayner	53	32
Steelton	28	17
Stittsville	19	7
Stoney Creek	42	29
Stouffville	24	22
Strabane	27	17
Stroud	38	24
Sturgeon Falls	41	17
Sutton	33	25
Tamworth	44	17
Tara	35	18
Tavistock	26	14
Teeswater	46	25
Thamesford	17	9
Thamesville	72	36
The Brook	9	2

Other Places.—Concluded.	Examined.	Passed.
Thedford	20	10
Thessalon	28	11
Thornbury	51	20
Thorndale	48	30
Tilbury	43	23
Tiverton	26	16
Toronto (De La Salle Inst.)	250	180
Tottenham	43	15
Tweed	86	45
Uptergrove	43	22
Varna	12	8
Vernon	7	0
Victoria Harbour	20	4
Victoria Mines	6	2
Wallaceburg	77	51
Warkworth	24	16
Waubaushene	12	10
Webbwood	20	6
Wellandport	12	6
Wellington	37	16
Westboro	10	4
West Lorne	30	17
Westport	41	23
Wheatley	24	12
Whitevale	18	11
Wilkesport	20	7
Winchester	61	23
Winona	22	8
Wolfe Island	47	27
Woodbridge	18	11
Woodville	46	7
Wooler	19	13
Wroxeter	18	16
Wyoming	42	18
York S. S. No. 13	9	8
Zephyr	11	9
Zurich	18	13
Totals	9,120	4,997

SUMMARY.

Collegiate Institutes	7,694	5,422
High Schools	7,064	4,377
Other Places	9,120	4,997
Grand totals, 1909	23,878	14,796
Grand totals, 1908	23,218	15,291
Increase	660	.....
Decrease	.....	501

APPENDIX D.—RURAL SCHOOL LIBRARIES, 1908-9.

Legislative aid was granted to the amount of 40 per cent. of the value of all library books approved by the Inspector and purchased between 1st October, 1908, and 1st October, 1909, provided no school received more than $10.00 and no purchase was less than $10.00.

Inspectorate.	Number of schools purchasing books to the amount of $10.00 during the year.	Total amount expended in such schools during the year for books recommended.	Total Government grant.	Number of rural public school libraries in inspectorate.	Number of libraries established during year.
		$ c.	$ c.		
Algoma	12	187 19	72 38	21	10
Brant	16	264 81	95 59	61	.....
Bruce, East	3	84 60	26 80	20	3
Bruce, West	39	658 05	246 31	60	22
Carleton	5	79 17	31 66	67	.....
Dufferin	11	188 29	71 31	38	8
Dundas	27	413 21	161 19	75	3
Durham	21	241 00	96 40	86	6
Elgin	36	411 50	164 58	102	.....
Essex, North	5	70 90	28 36	27	2
Essex, South	30	418 88	154 61	78	1
Frontenac	22	277 00	110 80	119	16
Glengarry	4	60 00	24 00	28	2
Grey, East	8	127 85	51 14	35	5
Grey, West	17	206 07	82 42	60	2
Grey, South	40	584 35	222 17	87	31
Haliburton, etc.	9	160 38	61 08	79	3
Haldimand	28	366 06	146 38	65	1
Halton	6	84 00	30 80	35	2
Hastings, North	39	623 74	241 56	104	1
Hastings, South	16	244 07	97 55	38	11
Huron, East	15	239 62	90 88	38	10
Huron, West	25	453 00	181 20	101	19
Kent, East	15	276 75	94 79	43	4
Kent, West	5	60 75	24 30	72	.....
Lambton, East	9	117 36	46 92	64	8
Lambton, West	19	244 90	97 95	62	5
Lanark	22	338 20	128 16	56	3
Leeds and Grenville, No. 1	1	10 00	4 00	80	.....
Leeds and Grenville, No. 2	43	454 04	181 61	75	8
Leeds and Grenville, No. 3	16	209 44	79 14	65	2
Lennox and Addington	2	26 00	10 40	69	2
Lincoln	18	281 21	111 13	62	1
Manitoulin	.....	.....	.....	5	.....
Middlesex, East	24	366 13	145 47	87	17
Middlesex, West	13	155 48	62 18	55	1
Muskoka, N.W.	11	155 69	62 27	55	6
Muskoka, S.E.	6	65 30	26 12	17	.....
Nipissing	12	175 57	68 51	13	11
Norfolk	23	337 93	133 01	95	10
Northumberland	16	268 32	104 36	44	9
Ontario, South	9	137 85	55 14	50	5
Ontario, North	10	182 00	66 80	58	.....
Oxford	3	76 28	27 32	62	2
Parry Sound, West	12	202 93	68 80	51	9
Peel	.....	.....	.....	66	.....
Perth	23	334 11	127 11	98	2
Peterborough	24	339 70	135 88	99	4
Prescott and Russell	2	20 00	8 00	49	.....
Prince Edward	3	35 00	14 00	66	.....
Renfrew, North	3	84 10	33 64	23	2

RURAL SCHOOL LIBRARIES, 1908-9.—Concluded.

Inspectorate.	Number of schools purchasing books to the amount of $10.00 during the year.	Total amount expended in such schools during the year for books recommended.	Total Government grant.	Number of rural public school libraries in inspectorate.	Number of libraries established during year.
		$ c.	$ c.		
Renfrew, South	9	189 88	69 74	21	6
Simcoe, North	19	357 82	143 12	46	13
Simcoe, East	10	213 85	68 74	45	2
Simcoe, South-West	8	185 50	69 80	39	8
Stormont	1	16 00	6 40	21	.....
Thunder Bay and Rainy River	6	82 50	33 00	36	3
Victoria, East	.....	.....	.....	11	.....
Victoria, West	14	212 64	85 00	61	.....
Waterloo, No. 1	7	81 57	32 61	23	1
Waterloo, No. 2	11	221 11	81 19	25	5
Welland	11	154 20	61 67	21	4
Wellington, North	5	69 58	27 82	27	3
Wellington, South	23	384 18	150 89	44	7
Wentworth	54	1,270 63	436 55	71	.....
York, North	8	113 00	45 20	60	4
York, South	14	264 86	101 91	43	5
R. C. Separate Schools—					
Inspector Chenay	3	40 16	16 06	18	2
Inspector O'Brien	12	230 40	88 16	20	11
Inspector Power	6	104 36	32 99	13	3
Inspector Sullivan	3	42 50	17 00	25	.....
Totals, 1908-9	1,002	15,633 52	5,974 03	3,735	346
Totals, 1907-8	1,096	18,298 51	5,912 99	3,352	490
Increase	.....	.....	61 04	383	.....
Decreases	94	2,664 99	.....	.....	144

APPENDIX E.—FREE TEXT BOOKS IN RURAL SCHOOLS, 1909.

Inspectorate.	Number of schools.	Total amount expended for text books.	Total amount of Legislative aid.
		$ c.	$ c.
Haliburton, East Parry Sound, etc.	10 Schools	37 88	18 94
Lincoln	1 School	5 20	2 60
Totals, 1909	11 Schools	43 08	21 54
Totals, 1908	2 Schools	7 48	3 74
Increases	9 Schools	35 60	17 80

Inspectorate.		Name of School.	Post Office.
Algoma	1	Massey	Massey
	2	Webbwood	Webbwood
Brant	3	8 Burford	Burford
Bruce, West	4	3 Greenock	Chepstow
	5	13 Huron	Verdun
	6	10 Kinloss	White Church
Dundas	7	1 Mountain	South Mountain
	8	22 Mountain	Mountain
	9	2 Winchester	Cass Bridge
	10	4 Winchester	Ormond
Durham	11	12 Clarke	Orono
	12	11 Darlington	Hampton
	13	18 Darlington	Tyrone
	14	20 Darlington	Solina
Elgin	15	Port Stanley	Port Stanley
	16	10 Aldborough	Clachan
	17	13 Dunwich	Wallacetown
	18	12 Southwold	Fingal
	19	7 Yarmouth	Sparta
	20	1 Aldborough	Aldborough
	21	2 Aldborough	Aldborough
	22	3 Aldborough	Eagle
	23	7 Aldborough	Kintyre
	24	15 Aldborough	Rodney
	25	9 Dunwich	Cowal
	26	7 Malahide	Calton
	27	13 Malahide	Aylmer
	28	15 Malahide	Kingsmill
	29	16 Malahide	Glen Colin
	30	1 Southwold	Boxall
	31	6 Southwold	Talbotville
	32	7 Southwold	Talbotville
	33	8 Southwold	Frome
	34	10 Southwold	Shedden
	35	11 Southwold	Fingal
	36	20 Southwold	Lawrence Station
	37	8 Yarmouth	Union
	38	9 Yarmouth	Union
	39	13 Yarmouth	Sparta
	40	22 Yarmouth	Mapleton
Essex, South	41	Kingsville	Kingsville
Grey, East	42	3 Euphrasia	Kimberley
	43	18 Euphrasia	Markdale
	44	7 Osprey	Feversham
Haldimand	45	1 Walpole	Nanticoke
	46	3 Walpole	Selkirk
	47	5 Cayuga North	De Cewsville
Haliburton and East Parry Sound	48	South River	South River
	49	6 S. Himsworth	Trout Creek
	50	Kearney	Kearney

NOTE.—Fifth Classes which had one teacher who devoted his whole time to

FIFTH CLASSES. 1908-9.

	Name of Principal and Degree.	Teachers. Professional Certificate.	Teachers. Annual Salary, 1909.	Pupils. No. of Pupils.	Pupils. Average Daily Attendance.	Grade of Fifth Class. A	B	C	Government Grant.
			$						$ c.
1	R. A. A. McConnell	II	900	10	9	1			353 44
2	A. Cameron	II	700	4	2	1			233 52
3	David A. Hoggarth	II	650	19	14	1			92 64
4	Frank J. Phelan	III	400	3	2			1	15 59
5	Sidney Gardner	III	470	5	2			1	20 42
6	F. H. Joynt	I	500	5	4			1	25 97
7	W. B. Poaps	II	530	5	3		1		28 90
8	Esther Bates	II	500	7	5		1		30 95
9	Phœbe Colborne	II	500	3	2			1	18 75
10	Anna A. Boucher	II	475	5	2		1		30 35
11	H. J. Hoidge	II	600	7	5	1			61 60
12	F. J. Groat	II	500	5	4		1		40 30
13	Nona Burnham	II	400	4	3		1		34 60
14	R. J. McKessock	II	500	5	2			1	33 00
15	R. A. Catherwood	II	700	8	3		1		97 99
16	Jean Anderson	II	500	11	6		1		31 32
17	Maribel McKillop	II	550	4	2		1		34 24
18	Robt. Border	II	500	3	2		1		37 10
19	Robt. Henderson	II	525	16	10	1			57 83
20	Florence Buchan	II	500	4	2			1	22 42
21	Mabel Ferguson	III	425	3	2			1	23 60
22	Mary Schnekenberger	II	500	5	3			1	27 17
23	Effie V. Graham	III	475	6	3			1	26 27
24	Angus Campbell	III	450	3	2			1	24 47
25	Mary J. Duncanson	I	500	5	2			1	26 93
26	Emma F. Firby	I	475	3	2			1	25 14
27	Maude Phelps	I	450	3	2			1	22 51
28	Edith Meikle	II	540	4	2			1	28 66
29	H. M. Ford	III	450	3	2			1	27 59
30	Libbie McLennan	II	450	3	2			1	22 70
31	Laura Graham	I	500	9	5			1	27 24
32	Annie Gunning	II	525	5	2			1	27 49
33	Ethel Davis	III	400	5	4			1	22 77
34	Malcolm Campbell	III	500	6	3			1	27 24
35	J. C. McLennan	III	525	11	5			1	31 53
36	Adela Gilker	Temp.	450	8	5			1	21 65
37	Jas. A. Campbell	III	575	3	2			1	30 27
38	Anna Howard	II	525	3	2			1	31 51
39	Annie McIntosh	I	500	3	2			1	27 76
40	Claire Saywell	II	500	3	2			1	27 93
41	W. J. Elliott	I	900	8	5	1			192 61
42	Miss C. Meiklejohn	I	625	9	5	1			58 28
43	Tena Sprung	II	415	3	2			1	18 11
44	Miss L. Hales	II	500	4	2			1	18 75
45	Edna Stewart	II	500	5	3		1		27 90
46	Thos. J. Hicks	II	800	9	4		1		124 18
47	Matt. Johnstone	II	600	3	2			1	23 75
48	Wm. Burkholder	II	650	10	6	1			212 60
49	D. A. McCarten	II	425	6	4		1		58 10
50	Alex. Wilkinson	II	550	11	6		1		115 00

The Classes entered in the Continuation School Appendix

FIFTH

Inspectorate.		Name of School.	Post Office.
Haliburton and East Parry Sound.— Continued	51	Mattawa	Mattawa
	52	1 Anson	Minden
	53	4 N. Himsworth	Callender
Halton	54	1 Nassagaweya	Campbellville
Hastings, North	55	1 Elzevir	Actinolite
Hastings, South	56	7 Sidney	Belleville
	57	11 Sidney	Frankford
	58	20 Sidney	Chatterton
	59	3 Thurlow	Belleville
	60	6 Thurlow	Corbyville
	61	12 and 14 Thurlow	Foxboro
	62	15 Thurlow	Foxboro
	63	*19 Thurlow	Roslin
	64	*22 Tyendinaga	Halston
	65	18 Hungerford	Marlbank
Huron, East	66	Wroxeter	Wroxeter
	67	11 Grey	Ethel
	68	17 Howick	Fordwich
	69	2 Grey	Walton
	70	7 McKillop	Leadbury
	71	2 Tuckersmith	Kippen
	72	3 Hullett	Constance
Huron, West	73	Hensall	Hensall
	74	7 Hay	Zurich
	75	16 Stephen	Dashwood
	76	8 Ashfield	Dungannon
	77	3 Ashfield	Kintail
	78	13 Ashfield	Belfast
	79	15 Ashfield	Lochalsh
	80	1 Colborne	Carlow
	81	1 Stanley	Clinton
	82	5 Stanley	Varna
	83	9 Stanley	Blake
	84	14 Stanley	Kippen
	85	3 W. Wawanosh	St. Helen's
	86	4 W. Wawanosh	St. Helen's
Kent, East	87	4 Camden	Wabash
	88	12 Camden	Thamesville
	89	2 Harwich	Kent Centre
	90	2½ Harwich	Charing Cross
	91	4 Harwich	Blenheim
	92	10 Harwich	Northwood
	93	11 Harwich	Guilds
	94	12 Harwich	New Scotland
	95	13½ Harwich	Rond Eau
	96	8 Howard	Ridgetown
	97	13 Howard	Thamesville
	98	2 Orford	Clearville
	99	3 and 4 Orford	Duart

*A Fifth Class from January, 1909.

CLASSES, 1908-9.—Continued.

Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	B	C	Government Grant.
		$						$ c
51 Andrew Borrowman	III	650	6	3		1		152 00
52 T. A. McDonald	II	600	6	5		1		36 69
53 Mrs. I. E. Hansford	II	550	8	4		1		67 92
54 Samantha Chapman	II	600	8	6			1	34 50
55 Mrs. M. B. Alexander	II	475	6	4			1	18 75
56 A. E. Thrasher	II	525	3	2			1	21 25
57 John M. Bell	II	760	12	6	1			109 63
58 Miss L. I. Nicol	II	475	5	2			1	18 10
59 Myrtle C. Melburn	III	400	3	2			1	15 00
60 E. Louise Rush	II	575	3	2			1	23 10
61 Lester Ross	II	500	6	4		1		25 00
62 Ethel M. Adams	II	500	8	4			1	20 00
63 Jennie R. Masson	II	500	4	3			1	9 05
64 E. B. Lott	II	475	4	2			1	8 05
65 Adelaide McGinness	III	500	6	2		1		25 00
66 W. E. Vanvelsor	II	600	11	6		1		61 75
67 A. H. Macdonald	II	515	9	4		1		25 35
68 I. Leggett	II	500	7	4		1		26 75
69 Rebecca McNair	II	475	5	2			1	18 10
70 C. White	II	500	3	2			1	20 00
71 Thos. N. Forsyth	II	500	4	2			1	29 00
72 Mrs. A. R. Farnham	II	425	3	2			1	16 25
73 Wm. McKay	II	650	12	7	1			105 00
74 Alex. McLeod	II	550	6	3	1			59 00
75 Geo. W. Shore	II	600	10	9	1			63 90
76 Harry R. Long	II	550	16	11		1		36 15
77 Margaret G. Clark	III	450	9	4			1	29 90
78 Lieuetta Cunningham	II	500	4	3			1	28 65
79 Flora McLeod	II	450	7	5			1	30 10
80 Claire M. Augustine	II	500	4	2			1	27 40
81 George Baird	I	500	5	3			1	30 20
82 Jas. Delgaty	II	450	5	3			1	19 00
83 Geo. S. Howard	II	575	4	3			1	26 25
84 Wm. H. Johnston	II	575	5	5			1	39 45
85 Wm. C. McGregor	III	500	5	2			1	31 50
86 Beatrice Anderson	I	500	4	3			1	27 00
87 Sara E. Armstrong	II	500	3	2			1	22 35
88 Lila Gregory	I	550	2	2			1	22 40
89 Kate McKinlay	II	500	8	5			1	24 80
90 Holly Martin	I	525	4	2			1	26 95
91 Maud Read	II	500	4	3			1	22 45
92 Belle Richardson	II	500	6	5			1	29 75
93 E. Scott Stephenson	II	700	13	8			1	54 00
94 Frances Smith	II	540	5	4			1	28 30
95 Lizzie Noack	II	550	3	3			1	28 95
96 Mamie C. Campbell	II	500	3	2			1	25 50
97 James R. Newkirk	II	600	3	3			1	31 60
98 Jas. C. Black	II	650	9	5			1	48 50
99 John G. Boland	II	500	5	4		1		32 80

Inspectorate.		Name of School.	Post Office.
Kent, East.—Continued	100	5 Orford	Duart
	101	2 Zone	Thamesville
	102	3 Zone	Thamesville
Kent, West	103	1 Chatham	Chatham
	104	2 Chatham	Chatham
	105	9 Chatham	Tupperville
	106	12 Chatham	Tupperville
	107	3 Raleigh	Chatham
	108	U. 5 Raleigh	Merlin
	109	7 Raleigh	Buxton
	110	4 Romney	Wheatley
	111	2 Romney	Romney
Lambton, East	112	Arkona	Arkona
Lanark	113	12 Bathurst	Fallbrook
	114	11 Drummond	Balderson
	115	11 Ramsay	Appleton
	116	11 Lanark	Middleville
Leeds and Grenville No. I	117	Newboro	Newboro'
	118	2 Crosby S	Crosby
	119	11 Bastard	Delta
	120	6 Elmsley	Lombardy
Leeds and Grenville No. 3	121	Cardinal	Cardinal
Lincoln	122	11 Gainsborough	Wellandport
	123	U. 1 Clinton	Jordan Harbour
Middlesex, East	124	5 Biddulph	Granton
	125	2 Delaware	Delaware
	126	4 Delaware	Howlett
	127	5 Delaware	Delaware
	128	3 Dorchester N.	Thamesford
	129	4 Dorchester N.	Dorchester Station
	130	14 and 9 Dorchester N.	Avon
	131	17 Dorchester N.	Gladstone
	132	6 London	Bryanston
	133	16 London	Ballymote
	134	8 Nissouri W.	Thorndale
	135	10 Westminster	Hubrey
Middlesex, West	136	15 Caradoc	Mt. Brydges
	137	U. 1 and 2 Adelaide and W. Williams	Keyser
	138	U. 1 Caradoc and Lobo	Komoka
	139	8 Caradoc	Strathroy
	140	14 Caradoc	Burwell Road
	141	U. 8 Exfrid	Alliance
	142	10 Lobo	Poplar Hill
	143	12 West Williams	Sable
	144	2 Caradoc	Christina
Muskoka	145	2 Stephenson	Utterson
	146	9 Stephenson	Port Sydney

CLASSES, 1908-9.—Continued.

	Name of Principal and Degree.	Teachers. Professional Certificate.	Teachers. Annual Salary, 1909.	Pupils. No. of Pupils.	Pupils. Average Daily Attendance.	Grade of Fifth Class. A	Grade of Fifth Class. B	Grade of Fifth Class. C	Government Grant.
			$						$ c.
100	Stanley Driver	III	400	2	2			1	22 50
101	David Baldwin	II	450	3	2			1	24 20
102	Alberta Ripley	II	400	4	3			1	23 30
103	Mattie McCaughrin	II	500	3	3			1	26 32
104	Gene Shaw	III	500	4	3			1	23 03
105	Lloyd Banslaugh	II	500	11	6		1		30 01
106	Arch. Stalker	III	600	5	2			1	29 49
107	Jean McCaughrin	II	525	3	2			1	23 50
108	Margaret Halliday	II	450	9	7		1		28 62
109	Gertrude Robertson	III	450	8	5			1	22 66
110	W. C. Dainty	II	600	9	4	1			68 13
111	Lucy Reek	II	450	3	2			1	19 05
112	Benj. Parker	II	550	14	12	1			81 34
113	Mrs. M. Foley	II	450	7	5		1		26 70
114	Miss A. McGarry	II	450	3	2			1	17 50
115	Miss I. Paul	II	450	3	2			1	24 80
116	M. Berry	II	450	4	2			1	19 60
117	Jean L. Johnston	II	400	5	3	1			30 00
118	B. F. Bolton	II	450	3	3			1	29 25
119	Robt. Hanna	II	575	4	2		1		30 60
120	M. Popplewell	II	400	2	2			1	20 00
121	Geo. E. Scott	II	800	12	11	1			154 06
122	Frank Mittlefehldt	II	600	10	9			1	27 51
123	Harvey Gayman	II	600	10	5	1			57 33
124	Lillian Langford	III	425	5	3			1	17 29
125	J. E. Day	II	500	5	4		1		27 50
126	G. C. Gleddon	III	475	3	2			1	20 68
127	Annie Ronald	II	500	3	2			1	20 00
128	Bessie Hazen	III	375	3	2			1	13 10
129	George Garrett	II	600	10	8		1		29 22
130	J. W. Hogarth	II	500	5	2		1		30 13
131	Marion MacKenzie	II	500	3	3			1	21 02
132	Ila Quigley	II	500	4	3			1	22 08
133	Margaret McGugan	II	500	4	3			1	19 35
134	Florence Kennedy	II	500	5	2		1		23 75
135	Cornelia Thomson	II	525	4	2			1	23 38
136	Sara Brodie	II	475	7	4		1		24 63
137	Isabella J. Wyatt	II	500	4	3			1	20 00
138	Florence B. McLeod	II	475	4	3			1	19 30
139	A. L. McDougall	II	550	7	4			1	23 43
140	Mary E. Thirlwall	II	500	3	2			1	22 50
141	Sadie J. Lethbridge	II	425	4	2			1	22 52
142	C. E. Johnson	II	550	3	2			1	23 24
143	Geo. Cowie	II	450	3	2			1	17 50
144	Sara McCracken	II	450	6	4			1	17 63
145	Annie Nicholson	Dist.	470	7	4			1	48 88
146	Margaret McInnes	II	400	7	4			1	28 70

Inspectorate.		Name of School.	Post Office.
Nipissing	147	Haileybury	Haileybury
Norfolk	148	Delhi	Delhi
Ontario, North	149	7 Uxbridge	Goodwood
	150	1 Mara	Gamebridge
	151	9 Mara	Udney
Ontario, South	152	4 West Pickering	Pickering
Oxford	153	11 Blenheim	Drumbo
	154	5 Dereham	Mt. Elgin
	155	12 Dereham	Brownsville
	156	U. 5 & 1 E. Nissouri	Thamesford
	157	U. 3 N. Norwich	Burgessville
	158	10 E. Zorra	Innerkip
	159	Embro	Embro
Parry Sound, West	160	U. 1 Chapman	Magnetawan
	161	Sundridge	Sundridge
	162	U. 1 Wilson	Loring
Peel	163	8 Caledon	Caledon
	164	15 Caledon	Alton
Perth	165	Milverton	Milverton
	166	10 Blanshard	Berryland
	167	U. 15 Blanshard	Wildwood
	168	6 Downie	Avonton
	169	7 Downie	Avonton
	170	2 N. Easthope	Shakespeare
	171	4 Elma	Atwood
	172	10 Elma	Atwood
	173	3 Fullarton	Fullarton
	174	3 Mornington	Millbank
Peterborough	175	3 Otonabee	Indian River
	176	4 Otonabee	Keene
	177	5 Otonabee	Lang
	178	7 Otonabee	Keene
Prescott and Russell	179	10 & 3 N. & S. Plantagenet	Pendleton
	180	5 Cumberland	Cumberland
Prince Edward	181	Bloomfield	Bloomfield
	182	*Wellington	Wellington
	183	11 Ameliasburgh	Mountain View
Renfrew, North	184	2 Westmeath	Westmeath
	185	7 Westmeath	Beachburg
	186	6 Ross	Forester's Falls
Simcoe, East	187	12 Tay	Waubaushene
	188	13 Oro	Hawkestone

* Half year only.

CLASSES, 1908-9.—Continued.

	Teachers.			Pupils.		Grade of Fifth Class.			
	Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	B	C	Government Grant.
			$						$ c.
147	G. A. Clarke	I	1,000	6	5	.....	1	.....	250 00
148	J. F. Baugh	II	700	22	15	.....	.....	1	107 02
149	Polina M. White	II	500	9	4	.....	1	.....	35 98
150	Henrietta White	III	400	6	3	.....	.....	1	15 00
151	Jennie McDowell	III	450	3	2	.....	.....	1	21 32
152	Alf. S. Green	II	675	6	4	1	.....	.....	74 32
153	Andrew S. Morton	II	600	19	14	1	.....	.....	70 32
154	Mary Morrison	I	575	15	8	1	.....	.....	58 87
155	H. C. Branian	II	650	11	7	.....	1	.....	60 23
156	John A. MacDonald	I	750	9	8	1	.....	.....	107 11
157	P. H. Hendershot	II	600	8	6	.....	1	.....	45 72
158	D. R. Young	II	635	17	13	1	.....	.....	81 98
159	H. E. Fair	II	700	20	16	1	.....	.....	118 81
160	Thos. Keenan	I	525	9	6	.....	1	.....	58 52
161	Margaret Gardiner	II	500	4	3	.....	1	.....	96 42
162	John Buchanan	II	600	5	3	.....	.....	1	61 58
163	Lissa Clark	II	525	9	3	.....	.....	1	20 60
164	Adam C. Wilson	II	600	14	9	.....	.....	1	51 73
165	Wm. H. Sharpe	II	600	11	9	1	.....	.....	107 96
166	Edith A. Oliver	II	525	3	2	.....	.....	1	21 92
167	Nellie J. Soul	II	500	3	2	.....	...	1	19 25
168	Amy E. McKowan	II	500	6	3	.....	.....	1	22 48
169	Annie E. Coulthard	I	500	4	2	.....	.....	1	21 90
170	Alice L. Davies	II	500	4	3	.....	.....	1	19 25
171	Jean S. Austin	II	465	3	2	.....	.....	1	18 25
172	Thos. G. Ratcliffe	II	550	9	4	.....	1	.....	31 40
173	H. B. McClellan	II	650	8	3	.....	.....	1	33 71
174	George A. Smith	II	625	6	4	...	1	.....	29 35
175	Louisa Waterman	II	450	3	2	.....	.....	1	16 85
176	Sidney A. Smithson	II	600	8	5	.....	1	....	38 75
177	Isabella D. Macdougall	II	500	4	3	.....	.....	1	21 75
178	Susie Weir	II	500	3	2	.....	.....	1	22 36
179	Alice Cassidy	II	400	4	2	.....	1	.....	29 19
180	Amelia Howard	II	400	6	3	.....	1	.....	33 95
181	Blake E. Fry	II	650	13	5	1	.....	.....	101 61
182	Chas. J. Tulley	III	650	10	5	.....	1	.	49 20
183	Jas. M. Roote	II	675	7	6	.....	.....	1	58 40
184	Elmer Ward	II	610	11	7	1	.....	.....	63 33
185	Jas. W. S. Wilson	II	525	10	8	.....	1	.....	39 45
186	Catherine Donnelly	II	500	3	2	.....	1	.....	34 48
187	Milton F. Ames	II	700	6	3	.....	1	.....	68 50
188	Alex. Reid	II	525	6	6	.....	1	.....	39 85

Inspectorate.		Name of School.	Post Office.
Simcoe, North	189	14 Nottawasaga	Avening
	190	6 Flos	Phelpston
	191	U. 3 Vespra and Oro	Dalston
Simcoe, South-West	192	5 Tossorontio	Lisle
	193	4 Adjala	Loretto
	194	3 Sunnidale	Brentwood
	195	10 Essa	Angus
	196	10 W. Gwillimbury	Newton Robinson
	197	9 Adjala	Ennis
Thunder Bay and Rainy River	198	5 Lash	Emo
	199	Rainy River	Rainy River
	200	1 Schreiber	Schreiber
Victoria, West	201	U. 1 Bexley	Coboconk
	202	Woodville	Woodville
Welland	203	9 Pelham	Fenwick
Wellington, North	204	Clifford	Clifford
	205	2 Peel	Glen Allan
	206	16 Peel	Stirton
	207	15 Peel	Stirton
Wellington, South	208	2 Eramosa	Eramosa
	209	3 Eramosa	Barrie Hill
	210	5 Eramosa	Shiloh
	211	9 Eramosa	Rockwood
	212	3 Erin	Binkham
	213	5 Erin	Coningsby
	214	9 Erin	Mimosa
	215	8 Puslinch	Morriston
	216	9 Puslinch	Morriston
	217	6 W. Garafraxa	Belwood
	218	7 W. Garafraxa	Belwood
Wentworth	219	11 Ancaster	Carluke
	220	3 Barton	Hamilton
	221	5 Beverly	Troy
	222	9 Beverly	Sheffield
	223	7 Flamboro' W	Millgrove
	224	1 Saltfleet	Winona
	225	3 Saltfleet	Stoney Creek
	226	9 Flamboro' W	Strabane
York, North	227	2 King	King
	228	6 Vaughan	Maple
	229	17 Vaughan	Kleinburg
	230	19 King	Nobleton
	231	15 King	Lloydtown
	232	23 King	King
	233	11 King	Kettleby
	234	4 King	Strange
	235	12 Whitchurch	Bethesda

CLASSES, 1908-9.—Continued.

Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	B	C	Government Grant.
		$						$ c.
189 Geo. Sutherland	II	525	4	2			1	33 49
190 J. H. Hall	II	500	5	4			1	18 75
191 Agnes L. Richardson	III	450	4	3			1	17 50
192 George Wilson	II	630	12	8			1	39 00
193 Frances T. Ronan	I	450	12	6			1	20 35
194 Wm. S. Walkam	II	630	6	5			1	37 80
195 J. H. Burkholder	II	575	9	6	1			52 70
196 Walter Steele	III	600	5	3		1		40 00
197 Annie O'Leary	II	400	3	2			1	15 50
198 W. J. Armour	II	700	13	4		1		136 66
199 J. W. Melvin, B.A.	Temp.	1,000	8	4		1		281 18
200 Geo. Evans	III	800	8	7	1			225 54
201 T. C. Birchard	II	550	6	4		1		42 26
202 Alex. Good	II	600	11	6		1		45 00
203 Edgar W. Farr	II	600	6	5		1		42 65
204 Donald Mackenzie	II	685	6	4	1			113 09
205 Annie Augustine	I	575	10	6		1		43 03
206 Wm. E. Harrison	III	472	5	2			1	31 56
207 Eva Aylesworth	II	450	5	2			1	23 87
208 Jas. S. Wilson	III	575	8	6			1	28 91
209 Margaret Card	I	500	3	2			1	20 00
210 Margaret M. Doherty	II	512	6	3			1	30 51
211 A. E. Smith	II	600	7	4		1		34 52
212 Isabel Gillespie	II	450	4	3			1	24 00
213 Sarah E. Thomson	II	500	6	2			1	32 83
214 Ada M. Welton	II	500	3	2			1	23 37
215 W. T. Hodges	II	550	8	4		1		37 35
216 Thos. Packer	II	600	8	4			1	22 50
217 John Knox	III	560	7	3			1	29 46
218 W. L. Elvidge	II	700	11	8		1		75 74
219 G. W. Clark	II	575	13	9	1			65 93
220 Edith Dunlop	II	450	5	4		1		41 83
221 John Kay	II	550	6	3	1			53 18
222 W. B. Johnston	II	600	5	2			1	30 18
223 J. E. Stewart	II	700	4	2		1		73 91
224 John Hicks	II	600	9	5		1		30 84
225 Ethel B. Walker	I	550	15	9	1			53 84
226 Edgar Adams	II	550	5	3			1	26 16
227 Grover S. Lloyd	III	550	7	4	1			51 25
228 Jno. G. McDonald	II	625	6	4	1			54 28
229 David W. Evans	II	600	5	3	1			48 00
230 Louis W. Moffit	III	525	6	5	1			47 69
231 Alex. Firth	II	600	5	3		1		27 50
232 Walter Rolling	II	525	3	2			1	25 56
233 Jas. T. Jenkins	III	575	3	2			1	25 85
234 Minnie T. Chambers	II	400	5	2			1	19 74
235 Isaac Pike	II	575	4	2			1	23 75

FIFTH

Inspectorate.		Name of School.	Post Office.
R. C. Separate Schools	236	Chesterville	Chesterville
	237	Tweed	Tweed
	238	Tilbury	Tilbury
	239	2 Ashfield	Kingsbridge
	240	Wallaceburg	Wallaceburg
	241	6 Stephen	Mt. Carmel
	242	5 Raleigh	Doyles
	243	*7 Bromley	Douglas
	244	Mattawa	Mattawa
	245	5 Clarence	Clarence Creek
	246	6 Russell	Embrun
Totals			

* A Fifth Class from January, 1909.

CLASSES, 1908-9.—Concluded.

Teachers.			Pupils.		Grade of Fifth Class.			
Name of Principal and Degree.	Professional Certificate.	Annual Salary, 1909.	No. of Pupils.	Average Daily Attendance.	A	B	C	Government Grant.
		$						$ c.
236 Sr. M. F. Xavier	II	500	6	5	1			57 45
237 Mary McDonald	II	425	7	5		1		20 71
238 Mother Catherine	II	300	13	9	1			43 70
239 Alice O'Leary	II	475	9	5	1			55 24
240 Mother M. Genevieve	Perm.	400	8	7	1			47 24
241 Llyssa Lewis	II	450	3	2		1		39 81
242 Kate R. Fox	II	400	2	2			1	31 78
243 John Q. Coughlin	II	500	8	5			1	14 14
244 Miss E. M. Macdonald	I	750	12	7	1			297 12
245 Albertine Boileau	II	500	10	6	1			47 98
246 Pauline Charlebois	III	350	18	10	1			42 21
		†535	1,593	1,003	43	64	139	‡11,103 72

† Average salary.

‡ In addition there was paid on equipment, etc., the sum of $144.70 to schools that could not qualify as Fifth Classes for 1908-1909.

Ontario Institution for the Education of the Blind, Brantford

APPENDIX G. — THIRTY-EIGHTH ANNUAL REPORT OF THE ONTARIO INSTITUTION FOR THE EDUCATION OF THE BLIND, BRANTFORD, BEING FOR THE YEAR ENDED 30TH SEPTEMBER, 1909.

HON. R. A. PYNE, M.D., LL.D., *Minister of Education:*

SIR,—I have the honour to transmit herewith the Thirty-eighth Annual Report upon the Institution for the Education and Instruction of the Blind, Brantford, for the year ended 30th September, 1909.

I have the honour to be,

Sir,

Your obedient servant,

H. F. GARDINER,
Principal.

Brantford, October, 1909.

THE INSTITUTION FOR THE EDUCATION OF THE BLIND.

In presenting the thirty-eighth annual report of the Ontario Institution for the Blind, I have to report the same average attendance (116) for the session which ended in June, 1909, as was recorded for the preceding session, although the total registration of pupils increased from 123 to 124. Some of those registered did not come in until the session was far advanced, the idea prevailing that the first absence of a young child from its home should not last more than a few weeks or months. As a matter of fact, we have practically no trouble from the homesickness of children. They very soon make friends among the other pupils, and feel quite at home, though separated from their relatives. There is less irregularity in attendance than formerly, although some whose homes are within easy reach from Brantford generally lose a day or two after Thanksgiving, Christmas and Good Friday. This is much to be regretted, not only because the absentees lose instruction which they need, but also because the irregularity is damaging to the whole class. Teaching the blind, as they should be taught, is not an easy task, even when the teachers enjoy the best of health and are well equipped for their work. I am gratified, but not satisfied, with what has been accomplished during the school year. On the whole, the pupils have been in better physical condition than the teachers, and this ought to be just the other way, in order to attain the best results. Many of the little ones arrive at the school fully impressed with the idea of their own helplessness. They have been cared for at their homes in such a way as to convince them that it would be useless or foolish to try to do anything for themselves. Even when the parents try to do their duty intelligently, the injudicious conduct of others often does harm. The mother of one of our pupils, in acknowledging the receipt of the last annual report, writes: "I must tell you that I wish it could be sent not only to parents and guardians of blind children but to a great many homes. How thankful I would have been to have seen a book like that when I started out to try to train the wee, frail life committed to my care, and it would have been such a help. I see, in reading the

experience of one afflicted in this way, he says that the greatest difficulty he had was in the ignorance of the public regarding his competence to do as others do; and I must say that was the greatest trial I had in the care of my little boy. If people could only be taught not to express their sympathy in the presence of a child afflicted thus, and always talk and act as though it was quite natural for the blind to do as others do, how much easier it would be. I have had people say in the child's hearing: 'My, is not that sad? My, I could not stand to have him around; it would break my heart.' They say those things in a half whisper, as if he were deaf or could not understand what was said. And so it comes that after spending a long time teaching him something, and taking pains to inspire him with confidence in himself, one will see him running around playing with the rest of the children, as happy as they and with no thought of danger, and say: 'Oh, my, take care; you cannot see where you are going and you will get hurt,' when in reality he would have instinctively avoided the danger and gained confidence in himself at every step; and the result is that he sits down in a safe place and your labour is all in vain; you are longer than ever getting him to think that he can run around and do things as seeing children can. . . . I feel as if there are many people in this land who would be or might be profited by reading the reports from the O. I. B. I join with others in thinking yours a grand and noble work, and may God bless your efforts is my prayer, and I am sure He has and will, and as the success of your pupils is the best recompense they can give you, I hope my boy will not fail to do his best. I do hope he will grow up to be an honourable, useful man, in whatever capacity you think him best fitted for."

Many parents of blind children have not as clear and intelligent an idea of their duty and responsibility as has the correspondent from whose letter the foregoing sentences are extracted, hence the initial difficulty in getting the new pupil strengthened in body and inspired with self-confidence. Much of this difficulty is overcome by the encouragement and example of the other pupils, and that is one reason why a blind child gets along better in this school than in the very best home. He is taught by precept and example to help himself. And that is the great, essential life lesson. The report of a meeting in Toronto on September 3rd, 1909, addressed by Mr. P. E. Layton, of Montreal, says:

These proud blind people want to support themselves. They do not want to populate charitable institutions or become a burden upon the cold hospitality of relatives or friends. Twenty years ago Mr. Layton came to Canada as an expert piano tuner, and since his arrival he has devoted himself entirely to the piano industry. Since then he has built up a business worth $150,000 and employs twenty people. Hearing of his success from afar off, these blind people said: "This is one of our kind and he is independent. We will have him come to us and show us the way."

In his speech Mr. Layton strongly emphasized the boon that occupation is to the blind, and stated that proper training makes those so afflicted self-supporting.

"Employment means health to the blind," said he, "for when working they forget their blindness. As with other people, the greatest joy they experience comes through achievement."

Turning to history, Mr. Layton reminded his hearers that the blind had contributed many valuable pages. He recalled Alfred Hollins, the great organist and composer; Senator Gore, politician; and Sir Henry Fawcett, who were all blind. Milton and Homer, too, were sightless in the physical sense, though in their cases the eye of the mind was clear and strong. Dr. Campbell of England, a blind

man, had been recently knighted for his efforts in connection with educating those similarly afflicted.

Mr. Layton then dwelt on the progress of the blind people of Montreal toward independence. Last December workshops were opened. As a result influential people of Montreal were becoming patrons of the society, and were subscribing funds for the erection of a suitable institution.

"The need of a similar movement in Toronto is very apparent," concluded the speaker, "and to accomplish this result all the blind of the city must work together."

Mrs. Layton, wife of the blind man, is secretary of the Montreal organization. After her husband had finished speaking she told of her visits to workshops in New York, Brooklyn, Columbus, Boston, and London. In concluding, she pointed out that articles made by blind people should be of superior nature, so that they would be bought for their quality, and not through pity for the producer.

The officers of the Associated Blind of Toronto and Ontario are: Miss Bertha Tennant, president; Mr. G. W. Sheppard, vice-president; Miss A. Rogers, secretary; Mr. Thos. Cookson, treasurer; Miss A. Stickley and Mr. G. B. Hilker, members of committee.

During the past year I was in frequent communication with members of the Montreal Association for the Blind, giving such help as I could to the enterprise in which Mr. and Mrs. Layton and their associates are engaged, and receiving in return not only their thanks but also some information which I hope will be valuable to the pupils and graduates of the O. I. B. In November last, Mr. Layton wrote:

"Many, many thanks for the parcel of literature relating to the work for the blind. I think it is exceedingly kind of you to send me so much valuable matter. Your report for 1907 is positively the finest work of its kind. It deals with nearly every phase of the work. It would have been impossible for me to have had anything more valuable to place in the hands of some of the rich people we intend to interview. I am so glad that you personally are considering the advisability of the Institution taking an interest in the pupil after he leaves. I know only too well that hundreds and thousands of blind people fail in life for want of a little advice, encouragement and financial aid. I received my education first at St. George Blind School, London, Eng., which is now located at Leatherhead, Kent. The average cost of educating a blind person would not be less than two thousand dollars, and yet this Institution did not set apart a dollar for looking after old pupils, hence I know for a fact that a large number of talented young men and women drifted into the gutter. If an Institution would only set apart at the rate of fifty dollars per head, this would defray all expenses in helping a large number of the blind in becoming self-supporting. Every Institution should have a Council specially to deal with this department and a large percentage of successful graduates should be members of the same, as they necessarily are best fitted to help and encourage their brothers and sisters. I rejoice that the Brantford School possesses such an enterprising Superintendent. I owe my success in life to the four years that I spent at the Royal Normal College. I am particularly thankful to you for sending the reports of the Associated Workers for the Blind Conference held in Boston in 1907; also for the back numbers of *The Outlook*. If you could possibly spare a few more copies of 1907 report they would be used to good advantage I assure you. We have so many people to interview and educate."

Acknowledging the receipt of some pictures of the O. I. B. and its work, intended to illustrate a lecture given by Mr. C. F. F. Campbell, of Cambridge, Mass., in Montreal, Mrs. Layton wrote:

"Your generous contribution of photographs to our lecture was much appreciated. We had lantern slides made of some of them, and when they were shown on the curtain they were loudly applauded by the audience, numbering over twelve hundred. The work of the tuning and repairing department, also the children skating and playing in the grounds, pleased the people immensely, who seemed to be amazed at the thought of blind people enjoying themselves so much at sport and games. The lecturer spoke in glowing terms of the work being accomplished by you and urged upon the public the need of a similar Institution in Montreal. Much interest was shown in the lecture and we feel that great results will follow. It was a splendid means of educating the 'blind seeing,' as Mr. Campbell styles the public.'"

I have long been of opinion that many of the things which ought to be done for the blind never will be done until the interest of the masses in the subject is aroused and knowledge of the needs and claims and capacities of the blind is disseminated. I therefore welcomed the invitation of Mrs. O'Sullivan to discuss the case of the blind before the International Council of Women, at the Convention in Toronto. The address was thus reported:

OUR BLIND CITIZENS.—THEIR NUMBERS, AGES, CONDITIONS AND NEEDS.—HELP THEM TO HELP THEMSELVES.

Herbert F. Gardiner, Principal of the Ontario Institution for the Education of the Blind, Brantford, addressed the Quinquennial Congress of the International Council of Women at Toronto, on Tuesday, June 29th, 1909, on the Condition and Requirements of the Blind. He said that the scientific definition of blindness is the absence of light perception, and the practical definition of blindness is a state in which no occupation can be followed for which vision is required. At an examination by the oculist of 111 of the 123 pupils enrolled in the Ontario Institution, it was found that 24 had no perception of light, 13 could tell light from darkness with one eye, 16 had light perception with both eyes, making 53 who were for practical purposes in total darkness; 22 had limited vision with one eye, and 36 had limited vision with both eyes, the range of vision in these 58 being such as a person of normal vision would have in twilight, in moonlight or in starlight, but in no case sufficient sight to read ordinary print or to work like people with normal vision. In 23 cases the blindness was caused by optic atrophy, in 22 by ophthalmia neonatorum (infantile blindness), in 16 by cataract (congenital and lamellar), in eight by injury of one eye followed by sympathetic ophthalmia in the other, in five by injury by powder explosions, in three injury by other means, five aniridia and coloboma, five interstitial keratitis, four retinitis pigmentosa, four degenerated eyes (cause unknown), three keratoglobus, three refractive errors, two microphthalmus, two albinism, two brain fever, one undeveloped optic nerves, one intra-uterine keratitis, one scarlet fever, one pneumonia. In six cases there was evidence of inherited syphilis. Besides the dynamite and powder injuries, there were cases of damage to the eye by scissors, by wire, by a stone thrown by a careless boy, by a crane in a workshop, by a gunshot, etc. The prevention of smallpox by vaccination has greatly reduced blindness, but experts estimate that 40 per cent. of the existing blindness is avoidable, and to this end the intelligent interest

and action of the National Council of Women is required. Blindness is rarely, if ever, hereditary. Of the 800 pupils who have attended the Ontario Institution, not more than three had a blind father or mother, while hundreds of blind parents have children with perfect sight. It is inadvisable for a blind person to marry one who is sightless, not because there is risk of blind offspring, but because every house needs at least one pair of eyes. The influence of the Council should be used to prevent the intermarriage of cousins, which is a prevalent cause of blindness, deafness and other physical and mental defects. The marriage of degenerates and diseased persons should be restrained and prevented as far as possible. Knowledge of the proper treatment of new-born infants should be disseminated. If every physician, every midwife and every nurse understood the necessity of examining the eyes of the infant, wiping away the yellowish matter with a dry rag, and applying a drop of a two-per cent. solution of nitrate of silver, the sight of hundreds of children would be saved and the sum of human happiness would be appreciably augmented. The influence of the Council can be advantageously applied to the prevention of "accidents" in mining, railway building and other occupations in which sight and life are needlessly endangered.

Members of the Council, in their individual capacity, can help the blind by advising parents to send their blind children to the school at Brantford. The Institution is a school for the education of children and youth of both sexes, under the age of 21. It is not a hospital, it is not an asylum nor a home. Children whose intellects are defective are not wanted. Adults are not wanted, for the experience of all the schools has demonstrated that the admission of adults to schools intended for children does much more harm to the children than good to the adults. Advise parents of blind children to send them to the school at once—better at five years of age than at 15. The separation is generally harder on the parent than on the child, but the good of the child should be the determining factor. Many of the children, on account of their affliction, are over petted and spoiled at home. They are waited upon and convinced that they are helpless; they get little exercise and become weak, flabby and dependent; selfish and ugly dispositions are fostered. At the school, they are soon taught to dress themselves, to eat properly and speak politely, to walk and run and play without a guiding hand. They find that other children have rights which must be respected, that the way to obtain kind treatment is to be kind to others, and in a community where all are alike afflicted each one is happier than would be possible for the blind child surrounded by a group of sighted children, in whose work and amusements he could have little part. Regular sleep, regular meals and regular exercise, with enough but not too much work, bring health, comfort and contentment, so that the pupils are always willing to come back to school when vacation is ended.

Some of the pupils who come to Brantford have attended public schools before losing their sight, and those are graded according to their acquirements. The little ones are placed in the kindergarten, where they learn to use their hands and heads. They are taught to read, with the touch of their fingers on letters composed of raised points—Mr. Gardiner exhibited books and cards in point print—they learn arithmetic (chiefly mental), geography by dissected wooden maps, object lessons with stuffed birds and animals, and in time they go on to grammar, history, literature and physiology. They sing in the kindergarten, at roll-call and in the vocal class, and some have special instruction in voice culture. Music lessons are given on the piano and the organ, and some become very expert performers and qualify for organists and music teachers. Several have passed the examinations of the

Toronto College of Music and received diplomas from that Institution. Point writing is taught by means of a "slate" and stylus, pencil writing with a grooved card and typewriting with the ordinary machine. The music is written in point, on a system which enables the performer to read with one hand while playing with the other. Staff notation is taught with a plank in which the lines are grooved and the notes and characters indicated by metal castings. Literary and musical cards and books are printed without ink in the Institution, and some of the blind lend assistance in portions of this work. In their bead-work the children learn to use their hands and to count, and many of the articles made by them, under the instruction of a blind teacher, are useful as well as beautiful. The girls are taught to knit and crochet, to sew and to darn, as well as the rudiments of domestic science. The boys are taught to make willow baskets, to net hammocks and tune pianos. The last-named is the most profitable trade, but only a percentage of the pupils are capable of becoming expert and successful tuners. The pupils require and receive the care of teachers and officers 24 hours in the day, seven days a week, and the teacher who has not an abundant store of patience and self-denial is out of place in a school for the blind. In proportion to their numbers, there are as many grades of ability among the blind as among the sighted. Ex-pupils of the Brantford school have taken degrees in Arts and Theology, have become lawyers, osteopathists, masseurs, merchants and commercial travellers; others can make baskets, brooms, brushes and mattresses, but men who work in the dark are not on equal terms of competition with those who work in the light, therefore, with just enough exceptions to prove the rule, the blind require care, sympathy and assistance from the cradle to the grave.

Many people, immersed in their own affairs, do not think of this or understand it. At first they are surprised that the blind can do anything, and loud are the expressions of wonder and admiration from visitors at our school. Later, they assume that because a blind person has been taught in the school for the blind he can paddle his own canoe as well as a person with sight, and if one fails to earn a living and goes to the poorhouse the management of the school is criticized. How many people with sight make only a bare living, and some less than that! Let the successful business man, or the educated woman, shut the eyes, empty the pockets, cut the acquaintance of friends, and estimate how much he or she could earn per day in that condition. It is not fair to say that, because the Legislature supports a school for the education of the blind, the good people of the country are thereby relieved of personal responsibility for the welfare of the blind. Statistics compiled in various States correspond so closely that it is safe to apply them to any other State or Province similarly situated. Thus we know that 90 per cent. of the blind in New York State are over 20 years of age, that 45 per cent. are between the ages of 20 and 49, and that 70 per cent. of these become blind after reaching the age of 20. What shall be done for the able-bodied adults who become blind after passing the school age? What for the graduates of the schools who for lack of capital or business ability cannot profitably employ themselves?

Presumably, there are in the Province of Ontario more than 2,000 blind persons, of whom 200 are of or under school age. There should be shops where, under sighted supervision, the adult blind could be taught to work and be supplied with steady employment, the State making up the loss, if any, of the enterprise. Such shops are found in Michigan, in Wisconsin, in Massachusetts and in many parts of Europe, and it is within the power of the National Council of Women to secure their establishment and maintenance in Ontario. The sighted boy does not learn

his trade along with his grammar and arithmetic, but enters upon his apprenticeship in the shop after he leaves school. The workshop for adults should be entirely separate from the school for children, preferably in another city. The chance to work, as compared with moping idleness, is of inestimable value to the blind man or woman. If the members of the Council could read the letters on file at the Institution in Brantford, from and on behalf of the adult blind, pleading for a chance to be taught to work, no argument would be required to demonstrate the need for such shops. The women of Massachusetts have a well organized and very useful system of home-teaching for the blind. The women of Brooklyn, N.Y., maintain a Home for Blind Babies, which is doing a world of good in a quiet way. Pennsylvania has a field officer, who travels through the State, hunting up the blind, teaching them to read and to work, and incidentally locating and canvassing such children as are eligible for admission to the schools for the blind. The Misses Holt in New York City organized the Association for the Blind which has its headquarters, offices and salesrooms at 118 East 59th Street, with a factory for blind men and a special committee for the prevention of blindness, the motto of the Association being "Light Through Work." The first step was to secure an accurate census of the blind of the State. The ladies of Massachusetts, to quote a speaker at the Boston Convention of Workers for the Blind in 1907, camped on the steps of the State House until they secured a permanent Commission, maintained by the State, in the interests of the blind. The achievements of Mrs. E. M. Chapman, in Dayton, Ohio; of Mrs. Blalock, in Spokane; of Miss Harriet Rees, in St. Louis, on behalf of the blind, show what women can accomplish when their interest is aroused. The detailed story of these achievements could be read in the reports which Mr. Gardiner had brought with him for the perusal of those interested. He was proud of the work done by the schools for the blind, but it was not enough. Legislators are human and they do not meet trouble more than half way. They will act when they are pushed by public opinion, and it takes the ladies to create public opinion and make it felt. The lines of work he had suggested were worthy of the best efforts of the best women in this or any country. They would not find the ability of a Helen Keller in every blind girl, nor the genius of Homer or Milton in every blind man. In some places they would encounter ingratitude and lack of appreciation. But if it is true that the way to be happy is to make others happy there is abundant recompense in store for those who labour to bless and uplift the blind, and he would unhesitatingly recommend it to the members of the Council of Women as one of the paths to be followed when they go about doing good.

Ex-Pupils.

We have no such committee or association as Mr. Layton recommends, to look after the ex-pupils and help them to become established on a firm footing—I wish we had—but I do what I can to find out how my blind friends are getting along, and I would do more if the days were forty-eight hours long instead of twenty-four. Generally the reports are satisfactory; sometimes they are discouraging; in some cases we do not expect good reports, for a boy or girl who is headed for the poorhouse gives unmistakable indications of the tendency before leaving school. Frequently I receive useful suggestions in letters from ex-pupils, and the story of their movements is always interesting. Thus one young lady writes:

"I feel very grateful to Miss Haycock and the other teachers for their kind-

ness and patience while I was a pupil at the school. I also thank you for the annual reports and papers which you have sent me. I made five pairs of mitts and two pairs of socks before Christmas and now I am making a baby's coat. I do all my own writing and sewing; also with my weekly allowances I buy my own clothes and other necessities, so that I am not totally dependent. I learned to churn and stone cherries last summer in the country and tried milking, but I am afraid I was a little too nervous to learn that art. If you write to me, will you kindly do so in New York point, as I like to read my own letters if possible."

Another young lady: "I am still holding my own with the rest of the music teachers here, and just now I have an extra number of sheet music and instruction books to copy. I find that we need variety in this line. One set of instruction books is not sufficient; we need more; and I believe that some of our pupils have failed in this work because of this lack. I was much interested in the account of the closing concert, and I did so much wish that I could hear it. It always makes me feel that I want to be with the O. I. B. friends when I hear of the treats they are preparing. But failing to find opportunity to be present, it is good to receive such full and interesting accounts as I have received through you. The contents of the enclosed leaflet is a sample of my composition. It was composed, like some others, during wakeful hours of the night, and while occupied with knitting, sewing, etc. I have sold quite a number of copies and am still finding ready sale for them. I reap a good profit from this and it helps also, even more than I had anticipated, to convince people of my ability to do things, though I claim for this small production quite as small a merit."

A young man writes: "I was out walking the other day and I happened to get into conversation with a gentleman who is well experienced in life. He asked me about the training of the pupils of the O. I. B., and I explained to him, as best I knew how, all that is taught there. He thinks the O. I. B. is away behind in practical training for life. For instance, boys should be taught (1) to saw and split wood, (2) to do common cooking, (3) sewing on buttons, (4) mending, (5) attending to stoves, (6) how to wash handkerchiefs, socks and underclothing, (7) how to sift ashes, (8) darn socks. He also says boys should be taught carpenter work. I know from personal experience, had I been taught those things, I would be able to make myself quite useful to my friends when I am out of employment, that is, if I could saw and split wood, sift ashes and attend to stoves."

We have made a beginning in the carpenter work since our correspondent left the school. I see no insuperable obstacles to boys learning to sew, mend and darn, and one lesson should equip a boy with the ability to sew on a button. As for the cooking and the washing, it strikes me that the danger of burning or scalding offsets the value of those classes of work, and, considering the risk of damage to person and property, I would prefer to have the stoves looked after by persons with sight, who would not drop a live coal on the floor without knowing it. If a balance could be struck between the value of clothes spoiled in the process of sifting ashes and the value of the coal saved in the sifter, I doubt if the sifting habit would survive. As for sawing wood, a blind man can learn the operation without elaborate or protracted instruction, but sight is required for splitting. We do not burn wood in this Institution, and I certainly would not recommend the purchase of a quantity of wood for the boys to practice on, though the bucksaw is excellent for the development of the muscles of the arms and chest. In the towns and cities coal or gas has replaced wood for fuel, and the little wood that is used

is usually sawed and split by machinery. While I thank my correspondent for reporting his friend's suggestions, I do not, for the reasons above given, regard them as specially valuable.

Appreciation.

Managing an Institution of this kind is not exactly equivalent to reclining on a bed of roses. One has to listen to the parent who thinks his child is entitled to better food, a softer bed, more attention, etc., than other people's children, and the parent who expects clothing to be worn from September to June and then be as good as new is still represented on my list of acquaintances. But I am glad to acknowledge the sweet reasonableness of the large majority of the men and women who entrust their blind children to my charge. From the letters received I take a few extracts.

From a parent: "Dear Friend,—I think I may honestly say 'friend,' for you have shown yourself a true friend to us. I wish to acknowledge receiving the annual report and also the report of our daughter's progress. We are very pleased with the progress she has made and very thankful to you and to all the teachers for your kindness to her and the interest you have shown in her welfare. She is enjoying her school life very much and she will find that all the years of her future life will be more enjoyable for the time she has spent at the O. I. B. We think the school is a grand institution for the country, and all who are helping to educate the pupils who need to go there are engaged in a noble work."

A mother: "I thank you for your kindness to my daughter since she first went to you, for I know by the love she has for you and her teachers she must be well treated, and I think from the marks on her honour roll she is doing fairly well and hope she will do better next term."

A mother: "I am much satisfied with my son's report. I think he has done well. Receive my best congratulations for all his progress. I think you have done a wonderful work since he has been under your direction."

A father: "As the school term is drawing nearly to a close, I wish to thank you for the kindness my son has met with since he has been with you. Both his mother and I feel that we did the right thing in sending him when we did."

A pupil: "My parents are very grateful for the instruction I received while at the Institution, and I am sure I shall never regret going."

A mother: "I again thank you and the rest of my son's caretakers for their kindness to him in the past nine months, for I am thankful that there is such a good place for my son to go to be taught. I cannot find words to express my thanks, but my earnest prayer is that you may be spared many years to carry on the good work and to teach the poor blind children."

A guardian: "I wish to thank you once more for your kind and fatherly care of my grandson. He has done more than I could expect. I have not words to express my gratitude. I am glad he still retains the same good character that he took with him. May God bless you and your staff is the prayer of your indebted friend."

A mother: "I wish to thank you and your staff for the many kindnesses shown our little daughter in the past year. It is certainly a great comfort to my husband

Pupils Coming through the Lane, O. I. B.

and myself to know our little afflicted one is in such good hands. We think it is wonderful the progress she is making. Our praises will never cease for the Brantford O. I. B."

A father: "I am well pleased with the way my daughter is getting on at school. It is a grand institution and well managed."

A mother: "I take this privilege of thanking you and all in your school that have assisted in teaching my son this last year, for he is getting along so well and he is so willing to go back each year. I hope that he may be a great blessing to you for being Principal of such a place, and also to us for sending him."

A father: "In writing you with respect to our daughter, in the first place we thank you and the staff under you in tuition for the excellent progress she made last session. We are delighted; and also for the kindness shown her by all, which has made school life very pleasant to her."

Attendance.

The total registration of pupils in the session of 1908-09 was 124, one more than in the preceding session; at the opening on September 23rd, 1908, there were 108 pupils as compared with 112 at the opening of the preceding session; at the close 116 as compared with 117. Sixteen pupils, who were not present at the opening in September, arrived during the session, half of them in October. Of the eight pupils who were present during a part of the session, but did not remain until the end, one male and one female left on account of impaired health; one male left when accused of misconduct; two males were taken home by their fathers for domestic reasons; one female went home to have her eyes treated; one female went home for domestic reasons; one female left the Institution when her parents removed to Michigan. Of these, one is now attending the school for the blind at Lansing, and three are back in this Institution. Of the 116 pupils who were present at the end of the session, there were 58 males and 58 females.

The number of pupils in attendance at the opening on September 22nd, 1909, was 113, as compared with 108 at the corresponding date in 1908, and 116 at the closing of the school term on June 16th, 1909. Of those in attendance at the close of the last term, 92 had returned, five former pupils who were not here at the close of last term had come back, and sixteen new pupils had been enrolled. Of the five described as former pupils, two were not in attendance during any part of the session of 1908-09. The absence of the twenty-four who left in June but did not return in September is thus explained:

One (male) graduated in piano and vocal music; two (males) were excluded for incapacity, and one for lack of industry; four (males) remained at home without explaining the reasons. One (female) graduated in piano; two (females) left to teach music; one (female) proposed to study music elsewhere; one (female) is attending a school for the sighted; two females had completed their literary and industrial course; six females were temporarily detained by illness; one female detained by domestic engagements, and the absence of two (females) is unexplained.

The ages of the new pupils are as follows:

Males.		Females.	
Twenty-three years	1	Twenty years	1
Nineteen years	1	Eighteen years	1
Sixteen years	2	Seventeen years	1
Thirteen years	1	Sixteen years	2
Twelve years	1	Fifteen years	1
Eleven years	1	Thirteen years	1
Ten years	1	Eight years	3
Eight years	1		
Seven years	2	Total females	10
	11	Total males	11
		Total males and females	21

The total registration in the official year, October 1st, 1908, to September 30th, 1909, was 142—72 males and 70 females—against 139 in the preceding official year.

PUPILS REGISTERED IN SESSION 1908-09.

Name.	Residence.
Bartley, Alonzo	Edgar's Mills.
Bartley, Lyman	Edgar's Mills.
Black, Herbert	Vars.
Burgess, Lloyd	Princeton.
Chatelain, Jean	Ottawa.
Clarke, Walter	Toronto.
Clemmett, Wilbert	Omemee.
Colby, Edward	Stratford.
Crew, William	Toronto.
Cundy, John	Regina, Sask.
Daniel, Ovila	Big Point.
Derbyshire, Byron	Athens.
Duff, Charles	Banda.
Elnor, Harold	Toronto.
Fenton, Mills	Allenford.
Frayne, Orville	Forest.
Garlick, Walter	Ottawa.
Golz, Gustav	Beausejour, Man.
Graham, Glen	Birnam.
Harvey, Walter	Toronto.
Hawken, Howard	Whitby.
Henderson, Richard	Duntroon.
Higgins, Thomas	Toronto.
Johnston, Harold	Brockville.
Kelland, Wilbur	Kirkton.
Kelley, Byron	Oakville.
Kennedy, Thomas	Guelph.
Lee, George	Epping.
Lott, Albert	Brussels.
Marcotte, Cleophose	Mattawa.
Martel, Ubald	The Brook.
McAvoy, Thomas	Bruce Mines.
McBride, Charles	Danforth.
McCaul, David	Ottawa.
McCutcheon, Roy	Port Stanley.
McDonald, John	Alexandria.
McDonald, Norman	Mitchell.
O'Donnell, James	Lanark.
Ouellette, Arthur	Belle River.
Patterson, Clifford	Hamilton.
Paul, Leonard	Haileybury.
Porte, Aquila	Aylmer.
Quick, Harold	London.
Raymond, Walter	Collingwood.
Rees, Walter	Steelton.
Ross, Leslie	Elstow, Sask.
Ryan, Ener	Elginfield.
Sherman, Leonard	Taber, Alta.
Simmons, Walter	Copper Cliff.
Smith, Joseph	London.
Steele, Frederick	Perth.
Thompson, William G.	Toronto.
Valiant, Horace	Toronto.
Vance, Frank	Toronto.
West, Lionel	Galt.
White, Harry	Swansea.
Wilkinson, Byron	Sarnia.
Wisner, William	Schomberg.
Yarocki, Harry	Garland, Man.
Ash, Rachel	Sarnia.
Bickerton, Gladys	Navan.
Branston, Ethel	Hamilton.
Brooks, Ruby	Bluevale.
Catling, Nellie	Goderich.
Conybeare, Nettie	Innerkip.
Crawford, Annie	Strathroy.
Cuneo, Mary	Toronto.
Curry, Catharine	Toronto.
Davidovitz, Esther	Hamilton.
Davison, Winifred	Griersville.
Deschenes, Louise	Bonfield.
Doherty, Marguerite	Peterborough.
Duciaume, Eva	Rockland.
Elliott, Isabel	Elkhorn, Man.
Foster, Olive	Tillsonburg.
Fox, Irene	Walkerville.

Name.	Residence.
Fruiter, Pearl	London.
Hawley, Doris	Winnipeg, Man.
Heaphy, Norah	Ottawa.
Henrich, Evelyn	Brantford.
Hepburn, Alice	Port Elgin.
Hepburn, Harriet	Port Elgin.
Hewison, Betsy	Toronto.
Hunt, Olive	Toronto West.
James, Gertrude	Waterford.
Johnston, Charlotte	Guelph.
Johnson, Eva	Glencoe.
Kaufman, Blanche	Ridgetown.
Kay, Grace	Brantford.
Lammie, Amy	Hensall.
Lammie, Greta	Hensall.
Lansdowne, Norah	Toronto.
Liggett, Margaret	Indian Head, Sask.
Macpherson, Mary	Oso Station.
Marsh, Mary	Holland Landing.
McEwen, Geraldine	Radisson, Sask.
McLeod, Lilian	Webbwood.
McQuade, Ethel	Stratford.
Meehan, Laura	Toronto.
Miles, Mildred	Toronto.
Miller, Susan	Gravenhurst.
Muntz, Eva	Vegreville, Alta.
O'Neill, Mary	Ottawa.
O'Reilly, Edith	Ottawa.
Patterson, Alma	Brantford.
Quinn, May	Hillside.
Rooke, Emma	Dereham Centre.
Routley, Elsie	Toronto.
Sage, Edna	Fanshawe.
Slough, Grace	Fenwick.
Speers, Edith	Griswold, Man.
Spicknell, Letitia	London Junction.
Squair, Ethel	Williamstown.
Stearns, Sarah	Ottawa.
Stephenson, Muriel	Collingwood.
Stevens, Ethel	Peterborough.
Thompson, Gladys	Toronto.
Thompson, Teresa	Hamilton.
Wilcox, Catharine	Toronto.
Wright, Elsie	St. Catharines.
Wyld, Gretchen	Wetaskiwin, Alta.

New Pupils at Opening of Session, 1909-10.

Name.	Residence.
Sparling Beach	Ottawa.
Orval Damude	Thorold.
Stanley Fonger	Bruce, Alta.
Antonio Godbout	Ottawa.
Valmore Landriau	Ottawa.
Wilson Murch	Fairground.
William O'Keefe	Hamilton.
Aquila Porte (re-admitted	Aylmer.
Fred. Price	Niagara Falls.
Melville Salter	Oshawa.
James Cotter	Ottawa.
Alma Brunsden	Brantford.
Maude Dunlop	Cooper's Falls.
Elizabeth Ingram	Ottawa.
Pearl Loomis	Taber, Alta.
Muriel Martin	Toronto.
Isabel Munro (re-admitted	Woodstock.
Edna Sage (re-admitted	London.
Verna Sage (re-admitted	London.
Sarah Stearns (re-admitted	Ottawa.
Gladys Woodcock	Toronto.

Entertainments.

The Tuesday evening entertainments by the pupils were continued throughout the session, with excellent results in individual cases, though there were indications of waning interest in them toward the close. Perhaps this was due to the unusually large number of centennial entertainments, which absorbed the attention of teachers and pupils. At the Hallowe'en concert on October 31st, there were piano solos by Louise Deschenes, Jean Chatelain, Geraldine McEwen, Lilian McLeod, Clifford Patterson, Emma Rooke and Albert Lott; an organ solo by Charles Duff; songs by Gladys Thompson, Eva Duciaume, John McDonald, Teresa Thompson, Mary O'Neill, Mary Cunco, William Thompson, Isabel Elliott, Elsie Routley and Norah Heaphy; recitations by Byron Kelley, Blanche Kaufman, Norah Lansdowne, Orville Frayne, Susan Miller, Lionel West, Mildred Miles, Leslie Ross, May Quinn, Sarah Stearns, Lyman Bartley, and Catharine Curry; a dialogue by Ethel Squair, Winifred Davison and Doris Hawley, and a chorus, "Beautiful Moonlight," by about twenty of the girls. During the intermission refreshments were distributed.

The completion of the willow peeling was celebrated on November 24th by an oyster supper and concert.

Christmas Concert.

The Christmas concert was held on December 22nd, the Music Hall being filled with an appreciative audience. Beginning promptly at eight o'clock, the long programme was carried out without any waits or delays, and perfect order was observed notwithstanding the discomforts of crowding. Principal Gardiner in his opening remarks explained that the programme would not be so severely classical as that of the closing concert in June, but would include recitations by several of the junior pupils. Programmes had been provided in ink and point print, and he was glad to notice the presence of several ex-pupils to whom the latter would be a convenience.

The first pupil to be called upon was Miss Louise Deschenes, who played a double number, "Grand Chorus in G" and "Gavotte de Mignon," on the pipe organ very creditably. Then came two recitations by the juniors, "When Santa Claus Comes," by Betsy Hewison and "A Little Boy's Sermon," by Thomas Higgins, both well delivered. The kindergarten chorus, with Muriel Stephenson, Betsy Hewison, Teresa Thompson, Pearl Fruiter, Mary O'Neill, Gladys Bickerton, Eva Duciaume, Rachel Ash, Marguerite Doherty, Frank Vance, Ancile Murray, Leonard Sherman, Howard Hawken, Walter Garlick and Joseph Smith, all neatly and prettily dressed, sang "The Fox and the Crow," "The Dog and His Shadow," accompanied by their teacher, Miss Lee, who had every reason to be proud of her class. The first piano solo was played by a charming little lady, Ethel McQuade, whose rendering of Rheinhold's "Impromptu, C sharp minor," must have been gratifying to her teacher, Miss Harrington. What many considered the hit of the evening was the next recitation, entitled "Boys' Rights," by Leonard Sherman, a sturdy little chap from the wild and woolly west, who will yet make his voice heard in the country, if he keeps his promise to remember the boys when he becomes a man. Isabel Elliott recited Longfellow's poem, "Robert of Sicily," in a manner that demonstrated the possession of considerable elocutionary talent and an extraordinary faculty of memorizing. The choral class under the direction of Mr. Andrews sang Pearson's "Jaeger Chorus," and Thomas Kennedy, also a pupil of Mr. Andrews, sang a Christmas song "The Child of Bethlehem," several of his old friends noting a decided improvement in his voice since his last appearance in concert work. Four of Miss Moore's pupils, Jean Chatelain, Charles McBride, Harold Elnor and Albert Lott, made their debut in the piano quartette, "Galop Brillant," by Kirchner. The recitations, "Little Gottlieb's Christmas," by Mary Marsh; "Elder Lamb's Donation," by Orville Frayne; "The Landlord's Visit," by Nellie Catling, and "In the Children's Hospital," by Winifred Davison, were all given with spirit and effect, showing the results of thorough training by Miss Walsh, the instructress in elocution. The memorizing was perfect, the enunciation distinct and the modulation and shading correct, while the selections were interesting. Catharine Curry played "Colombine" as a piano solo, and the final number, by Charles Duff, was MacDowell's "Hexentanz," which was heartily applauded.

Rev. Mr. Mansell and Rev. Father Cummings spoke briefly of the pleasure they had felt in listening to the entertainment and of their interest in the welfare of the school, after which the audience joined in singing "God Save the King."

In connection with the distribution of gifts from the tree on Christmas night, a pleasing programme was presented by the following pupils: Geraldine McEwen, Walter Raymond, Sarah Stearns, Letitia Spicknell, Ubald Martel, Wilbert Clemmett, Walter Clarke, Margaret Liggett, Leonard Sherman, Walter Simmons, Grace

Slough, Jean Chatelain, Ethel Squair, Irene Fox, Isabel Elliott, Susan Miller, William Crew, Norah Lansdowne, John McDonald and Norah Heaphy. Mrs. Richard Smith and her daughter, Miss Helen Smith, of Chicago, also contributed songs.

Mendelssohn Concert.

(*From the Brantford Expositor, February 4th,* 1909).

Felix Mendelssohn, the great musician and composer, was born on the third of February, 1809, and died on the fourth of November, 1847. Last evening a Mendelssohn concert was given by the pupils of the Ontario Institution for the Blind, under the direction of Mr. W. N. Andrews, assisted by the choir of the Wellington Street Methodist church, under the direction of Mr. Thomas Darwen. The programme was wholly composed of Mendelssohn's productions, with the exception of the closing number by the choir, Haydn's "The Heavens Are Telling," the introduction of which was considered appropriate because this year is the centenary of Haydn's death.

After brief remarks by the principal and the opening number on the organ by Mr. Darwen, Mr. Andrews delivered an instructive address on "Mendelssohn and Mendelssohn's Music," in the course of which he outlined the principal events of the great composer's life, named his masterpieces, described his industrious, virtuous life, the reflex of which appears in his compositions, told of his visit to England and his pleasant intercourse with Queen Victoria, and mentioned two innovations which Mendelssohn had introduced into music—the song without words, and the Goblin movement. The programme, Mr. Andrews said, would fully illustrate the varied character of Mendelssohn's work.

There were only two piano selections, a double number, "Duetto," and "Spring Songs," by two pupils, Catharine Curry and Ethel McQuade, both of whom played with good expression, and "Andante and Rondo Capriccioso," played by Miss E. Buchanan, who kindly took the place of an absent pupil. On the organ Charles Duff played "Sonata No. 2," and "Prelude," besides several accompaniments, and Louise Deschenes played "Andante," "Sonata No. 3." The good work of both these pupils is known to attendants at O. I. B. entertainments. Mrs. A. M. Zinn, the soloist of the Wellington Street choir, charmed her hearers by her singing of "O, Rest in the Lord," and was highly complimented therefor. The vocal solos of pupils were "And He Journeyed to Damascus" and "But the Lord is Mindful of His Own," by Richard Henderson, "Hear My Prayer" and "Oh, For the Wings of a Dove," by Isabel Elliott, and "It is Enough," by Thomas Kennedy, all of which were appreciated. Besides "The Heavens Are Telling," the Wellington Street choir sang "He is Watching Over Israel," most effectively, and the choral class of the Institution sang "The Forest," and the double number, "Hearts Feel That Love Thee" and "May Bells." The pupils wore Mendelssohn's favourite flower, the red carnation, and many of the members of the choir were similarly decorated. By common consent, the programme of last evening, though prepared under unusual difficulties on account of illness among the pupils and teachers, was considered a particularly good one, and Mr. Andrews received many warm congratulations on the success achieved.

Chopin Concert.

(*From the Brantford Courier, March 2nd,* 1909).

The concert hall at the O. I. B. was comfortably filled last evening with an appreciative audience to listen to the Chopin Centenary concert given by the students, assisted by Misses Ella Chalcraft and Jean Haight.

The Principal, in his opening remarks, explained that this was only one of several centenary evenings which were being held. A few weeks since an excellent programme was given commemorating the 100th anniversary of Mendelssohn. Then followed a couple of evenings devoted to Lincoln, and in the near future a Tennyson evening would be given, the year being also the great poet's hundredth anniversary. Mr. Gardiner then called on Mr. Andrews to speak on Chopin and Chopin's music.

Mr. Andrews gave a short, concise, but very interesting account of Chopin as a man and as a composer. In part, he said: Chopin evidently was a man with little control over his affections; they were easily transferable and of short duration. This physical or mental disease, this constantly falling in love and always suffering disappointments, is the reason given by some critics for the sad sweet strain running throughout his music. Others tell us that Chopin was passionately patriotic. Poland was passing through a political crisis and Chopin being intensely loyal felt bitterly the sorrow, trouble and humiliation of his fellow countrymen. It was this patriotism, this heartfelt sympathy for the Fatherland, in his mind, that was the cause of so much melancholy and remorse in his compositions. His music possesses the melancholy sadness of the Pole, combined with the brilliant passion of the Parisian. After giving interpretations of the different numbers on the programme, Mr. Andrews called on Miss Louise Deschenes for the opening number, the A Major Polonaise, which received an excellent interpretation. Miss Deschenes entered into the martial feeling with true military style. The Nocturne in G Minor, with its pathetic melody, was most thoughtfully and musically played by Charles Duff, while the Waltz was rendered in a delicate and charming manner. Thomas B. Kennedy certainly possesses a good musical temperament and the Etude and Polonaise were played with fine expression.

The Andante and Polonaise Op. 22, with organ accompaniment by Charles Duff, received a splendid interpretation by Miss Ella Chalcraft. Her execution was brilliant and expression consistent. The Polish Spring Song was beautifully sung by Isabel Elliott.

The ever popular Berceuse, Chopin's cradle song, has not been heard to better advantage. Miss Jean Haight, with a true refinement, felt its rhythmic character and rendered it most musically and with delicate expression.

The funeral march was ably performed on the organ by Charles Duff. His registration was good and effective.

Ethel McQuade showed considerable expression and musical interpretation in the Nocturne Op. 29, No. 2, and in the Waltz.

Charles Duff certainly excelled himself in the rendition of the Ballade. He seemed to have caught the Polish character, playing with a delicacy of technique and a perfect refinement, while he threw himself into the composition with such abandon that his climax was exceptionally good.

That educational matters both literary and musical are conducted to the best interests of the blind is strongly evidenced by these special evenings with their tribute to the great men of the past.

Mr. Gardiner introduced Mr. Hamilton, Principal of the Blind School at Batavia, N.Y. Mr. Hamilton gave some interesting facts of their work at Batavia and spoke strongly of the benefits of a cheerful and receptive mind.

God Save the King concluded a pleasant and helpful evening, after which dainty refreshments were served to the visitors and those assisting, and a jolly half hour was spent.

The following was the programme:

Address—"Chopin and Chopin's Music," W. Norman Andrews.
Piano—Polonaise, Op. 40, Louise Deschenes.
Piano—(*a*) Nocturne, Op. 37, No. 1; (*b*) Waltz, Op. 64, No. 2, Charles Duff.
Piano—(*a*) Etude, Op. 25, No. 7; (*b*) Polonaise, Op. 53, Thomas Kennedy.
Piano—Andante and Polonaise, Op. 22, Miss E. Chalcraft.
Song—"Polish Spring Song," Isabel Elliott.
Piano—Berceuse, Op. 57, Miss J. Haight.
Organ—Marche Funebre, Op. 35, Charles Duff.
Piano—(*a*) Nocturne, Op. 49, No. 2; (*b*) Valse, Op. 64, No. 1, Ethel McQuade.
Piano—Ballade, Op. 47, Charles Duff.
God Save the King.

On March 8th, Richard Henderson, one of the pupils, delivered an address on the centenary of Louis Braille, the inventor of point print for the blind. Incidentally, he described several other systems of writing by and for the blind.

On March 9th, the Mendelssohn concert was repeated in the Wellington Street Methodist church, the choir of the church and the pupils of the Institution taking part as on February 3rd.

March 29th, several of the pupils assisted at an entertainment in St. James' church.

Closing Concert.

(*From the Brantford Courier, June 15th,* 1909.)

The music hall of the Ontario Institution for the Blind was filled to overflowing last evening, the occasion being the closing concert of the session, and notwithstanding the length of the programme standing room in the aisles and adjacent corridors was at a premium until the end of the last number. Principal Gardiner explained that, as an ample synopsis of the story of Joan of Arc would be found on the ink-print and point-print programmes, no verbal explanations were required, hence it was possible to begin the work of the evening promptly. Charles Duff, who lives at Banda, but is now very well known in Brantford musical circles, opened the programme with Rheinberger's "Pastorale Sonata" on the organ and afterwards played Wieniawski's "Valse" on the piano, besides taking part with Louise Deschenes in Dvorak's Duo, "Slavonic Dances." Miss Deschenes also gave an organ number, Guilmant's "Elevation," and Thomas Kennedy played Liszt's

Choral Class, O. I. B.

"Liebestraum No. 3" on the piano. Richard Henderson sang Piccolomini's "Ora pro Nobis," and the closing number of the first part of the programme was Tschaikowsky's "Marche Militaire" on two pianos by Jean Chatelain, Harold Elnor, Charles McBride and Clifford Patterson.

At the request of the Principal, Dr. Torrington of the Toronto College of Music, presented diplomas to Louise Deschenes for piano and to Thomas Kennedy for piano and vocal music, complimenting the graduates on the accuracy of their work, which, he said, reflected credit upon themselves and their teachers. W. S. Brewster, M.P.P., in a pleasant speech, presented the College testimonials to Louise Deschenes (third year piano, first class honours), Louise Deschenes (first year organ, first class honours), Eva Johnson (first year theory, honours), Ethel McQuade (second year piano, first class honours), Ethel McQuade (first year theory, first class honours); and Rev. Mr. Wright, of St. Jude's, with appropriate remarks presented the testimonials that had been earned by Thomas Kennedy (third year piano, first class honours), Jean Chatelain (first year piano, first class honours), Richard Henderson (first and second year vocal, first class honours).

The second part of the programme was then taken up and carried to a conclusion without a break or wait, the audience being enthusiastic in expressions of satisfaction and pleasure. It consisted of Alfred R. Gaul's historical cantata, "Joan of Arc," founded on the story of the famous Maid of Orleans. The solo parts were taken by Isabel Elliott (soprano) and Thomas Kennedy (baritone) of the Institution, and Mr. W. Crooks (tenor) of Brantford, who kindly gave his services to assist the pupils, as did several other Brantford vocalists, who strengthened the chorus. The singers had been thoroughly trained by Mr. W. Norman Andrews, the musical director, and the accompaniments being played by Mr. Andrews himself and by Charles Duff (on the pianos and organ), this beautiful, but difficult production was presented with vim and smoothness that would have been creditable to any company on any stage. Many compliments were given to the soloists and the accompanists by musical critics in the audience, the consensus being that the successful production of Joan of Arc was a notable event in the musical annals of the Institution and the city.

Out of Town.

Several of the pupils and ex-pupils took part in entertainments outside of the Institution.

(From the Woodstock Sentinel-Review, February 11th, 1909.)

The recital given in New St. Paul's was a musical treat, such as Woodstock seldom experiences, when the "Blind Boy Organist" led his audience through music's sunlit maze.

All that has appeared in the papers of Master Charlie Duff, enthusiastic though the references to his masterly playing were, hardly prepared one for the exquisite ethereal quality of his touch, the pure, clear sympathy of which drew and swayed his hearers with a power irresistible as it was unconscious. In common with all blind musicians the "Boy Organist" possesses a peculiarly searching insight into the sympathies of the masters whose works he interprets. It was as if, denied physical sight, he had turned the strong light of his genius with all the more comprehension on the studies he loves. Pathetic as it is to think of the young lad

deprived of sight, one cannot help realizing, after hearing him play, that his great loss is his greater gain, for to such as he music must always be a sweet consoler in every trouble.

As the tender tones of Wheeldon's Nocturne throbbed on the ear it was as if one stood under the wind-swept night sky, with the clear breeze whispering in the trees and laving one in its freshness; through it all was the undercurrent of regret which belongs to the hours of darkness. Raff's Cavatina, a simple singing melody of which it is hard to grow tired, was rendered with soothing softness, and Gounod's Marche Militaire showed the young musician's mastery of the organ and his powers of realistic portrayal. Rheinberger's Fugue from the Pastorale Sonata was a splendid exhibition of technique and interpretation. Rossini's Overture (William Tell) was Master Charlie Duff's triumph; in it he displayed a truly astounding knowledge of the requirements of this magnificent composition. There was no hesitancy, but the clear flowing of a masterly touch, and the wonder and beauty of it is all the greater when it is remembered that this blind boy is but sixteen years of age. Woodstock people will always welcome this young musician of great promise and heartily greet him when he comes again.

(*From the Kingston Standard, March 8th,* 1909).

The music by the choir, under the direction of the blind musician, Mr. H. C. Treneer, contributed much to the enjoyableness of the services. Mr. Treneer presided at the organ, and his playing was beautiful, marvellous in fact when his great handicap is considered. Only a born musician could finger the keys with the fidelity and skill which characterizes Mr. Treneer's playing. Mr. Treneer has been engaged as organist and choirmaster of the church, and yesterday was his initial appearance in his dual position. At the close of the evening service a short organ recital was given by Mr. Treneer, who played a number of beautiful selections in such a way as to show that he was master of the keys.

(*From the Thessalon Advocate, June 18th,* 1909).

Dunn's Valley, June 14.—Mr. John Nicolson, the celebrated blind tenor, gave his annual concert here on Saturday evening, and a large and appreciative audience greeted him. He was assisted by Miss B. Munholland, Miss A. McKenzie, Miss O. Mitchell, and Mr. James Dixon. Mr. James Singleton ably filled the chair.

Despite his terrible handicap, Mr. Nicolson ranks among the leading vocalists of the day, and we wish him every success.

(*Rydal Bank Correspondence of Bruce Mines Spectator, October 30th,* 1908).

Mr. Jno. Nicolson, Blind Tenor, entertained a large audience here last Wednesday evening. Mr. Nicolson possesses a well-trained tenor voice of fine robust quality, his enunciation is excellent and all his numbers were loudly encored. Miss Etta Campbell and Miss Ruby Grigg of Bruce Mines played a duet with fine expression and splendid technique, the encore was responded to by Miss Campbell with the Scotch selections which were well received and vigorously encored.

(*From the Brockville Recorder, November 6th,* 1908).

George Street church was crowded to the doors last night, the occasion of the recital by Miss Irene Mallory and Mr. J. E. Boudreault, of Ottawa. The programme was varied and carried out without a hitch. The members of the Epworth League had charge of the entertainment and are to be congratulated over its success, socially and financially.

Mr. Boudreault is an Ottawa gentleman, with a baritone voice of rare culture. Though afflicted with blindness, he seemed to enjoy the surroundings, and received well merited applause.

(*From the Elkhorn, Man., Mercury, August 5th,* 1909).

Miss Belle Elliott's musical recital on Tuesday evening in the Methodist church, surpassed the expectation of the listeners. This is the third successful appearance she has made on the platform here and each time her appearance and talents have been more thoroughly enjoyed and appreciated. Miss Elliott is the adopted blind daughter of Mr. and Mrs. J. Danbury, and for the past three years has been a pupil of the Brantford Institute for the Blind, and her work on Tuesday evening cannot be too highly praised, showing indubitably careful and intelligent training, and the instinctive power for grasping and overcoming difficulties, which seem to us unsurmountable. In face of the fact of the evening being exceedingly warm the church was almost filled and the audience gave their very best attention, Rev. Mr. Taylor filling the chair. Miss Elliott opened her recital with a solo, followed by an organ instrumental. Then a song with Auto Harp accompaniment. The fourth item, a recitation, "Robert of Sicily," was a special feature, but the best number was undoubtedly "Hear My Prayer." For this selection Miss Elliott received special comment in the Brantford papers last March. The reading from the raised print was something new to most of the gathering, and was enacted faultlessly. Eight other selections were enjoyed, including a duet, Miss Elliott and Mr. T. McLeod, which received a hearty encore. The proceeds amounted to thirty dollars, and all went home feeling they had not only spent a most enjoyable evening, but one that was instructive as well.

(*From the Saskatoon, Sask., Phoenix, August 17th,* 1909).

The concert given in the Third Avenue Methodist church by Miss Belle Elliott, pupil of the Brantford Institute for the Blind, was a treat for those who were able to attend. As an elocutionist Miss Elliott can hold her own with some of the best, and as a singer is worth while hearing. Miss Elliott was ably assisted by local talent.

(*From the Montreal Witness, August 26th,* 1909).

Master Charles Duff, the blind pianist, favored St. Lambert last evening with a piano recital, assisted by Mrs. Burland and Mr. R. A. Diploch. The town hall was crowded, and the audience greatly pleased with the performance of Master Duff, who has the promise of becoming a leading Canadian artist. Master Duff

is totally blind, and was a pupil of the Ontario Institute for the Blind, Brantford. He is ambitious, and is endeavouring to earn sufficient to study in Germany. His programme included the standard works of the great masters, and his technique and temperament left little to be desired.

A Presentation.

Though not properly included under the heading "Entertainments," the following item from the Buffalo Courier of July 18th, 1909, will interest ex-pupils who were at the Institution at any time during the past thirty-five years, Mr. Lambden being the oldest employee still in the service.

Brantford, July 15.—As a mark of their affection and good will, the officers and brothers of St. Jude's Sunday School recently called at the home of G. G. Lambden in Superior Street and presented him an address and set of pearl-handled knives and forks. Mr. Lambden has just retired as superintendent of their Sunday School, the duties of which office he faithfully fulfilled for fifteen years.

The rector, the Rev. T. A. Wright, after explaining the reason for their visit, read the following address, which is beautifully illuminated and enclosed in a handsome frame:

> Dear Mr. Lambden:—We feel that we would be remiss in our duty to you if we let this opportunity pass without expressing our deep appreciation of all you have done in St. Jude's Sunday School for so many years.
>
> We know you have at all times had the best interest of teachers at heart and feel that you have acted as Superintendent of St. Jude's Sunday School.
>
> And by your loyalty to our beloved church, and your constant attendance at its services and the school, whenever possible, have set us an example we do well to follow. We shall miss your familiar face and kind words in the school, but hope you may continue to think of us and pray for us though absent from us.
>
> Many have gone out from our school greatly profited by the blessings received there under your fostering care, and no one can know here how much that work may be multiplied by our Blessed Lord.
>
> The harvest is not yet, but when it does come we look for many precious sheaves being gathered as the result of your labour of love.
>
> We hope you will accept this small token of our esteem for you while we pray that many years may be spared you still to labour here for the Honour and Glory of our Lord and Saviour, Jesus Christ.
>
> In behalf of the Sunday School.
>
> T. A. WRIGHT,
> Rector.
> CHAS. F. HOUSE,
> Assistant Superintendent.
> EDWIN W. J. HUNT,
> Secretary.
> MAY LONEY,
> Treasurer.
>
> Brantford, Ontario

Mr. Lambden was completely taken by surprise, and with no little emotion made a grateful reply in terms which truly indicated that in this case "from the abundance of the heart the mouth speaketh."

Music.

The following pupils passed the Toronto College of Music Examinations:

Diploma (piano), Louise Deschenes.
Diploma (piano), Thomas B. Kennedy.
Diploma (vocal), Thomas B. Kennedy.
Third year piano, first-class honours, Louise Deschenes.
Third year piano, first-class honours, Thomas B. Kennedy.
Third year vocal, honours, Thomas B. Kennedy.
Second year piano, first-class honours, Ethel McQuade.
Third year piano, first-class honours, Thomas B. Kennedy.
Second year vocal, first-class honours, Richard Henderson.
First year piano, first-class honours, Jean C. Chatelain.
First year organ, first-class honours, Louise Deschenes.
First year vocal, first-class honours, Richard Henderson.
First piano harmony, honours, Ethel McQuade.
First piano harmony, pass, Eva Johnson.
First history, first-class honours, Ethel McQuade.
First history, pass, Eva Johnson.
First written harmony, first-class honours, Ethel McQuade.
First written harmony, honours, Eva Johnson.

I repeat my recommendation that the instructor in piano tuning should be employed for the whole day, and not for the forenoon only, not only because some of his pupils require constant instruction and supervision, but also because it is not advantageous to the school to have teachers with divided interests. My predecessor, the late Mr. Dymond, after an experience extending over more than a score of years, was such a thorough believer in the principle of "one man one job" that he would not even consent to have one of the music teachers play the organ in a city church on Sunday.

The demand for instruction on the piano is always in excess of the supply of practice pianos, the latter being limited by the scarcity of rooms in which to place them—each piano requiring a separate room. It does not follow that every application for music lessons should be granted; some parents, who are most persistent in their requests on this line, ought to know, if they do not, that their children are physically or mentally incapable of becoming musicians; some children who have enough ability lack the industry and persistence necessary to make progress; hence the survival of the fittest.

With increased experience of the capacities and requirements of the blind, I hold more strongly the opinion that we make a mistake in confining the musical instruction to piano and organ, the theory used to justify that limitation being that blind men who can play on portable instruments are likely to get into bad company and take to drinking. If a blind man, or a seeing man, has not learned to say "No," the fact that he earns his living by playing the organ in a church will not keep him sober; if he has been taught to take care of himself, he can be

a total abstainer in a dance hall or a bar-room. So many occupations are closed against the blind that we should think seriously before further limiting their opportunities to earn a living. The following extract from a letter sent by Mr. W. G. Holmes, the Manager of the Ziegler Magazine, New York, to the Indianapolis Convention of Instructors of the Blind, puts the idea in practical form:

"There is another matter on which I would like to get information, and that is, how many of the schools attempt to maintain orchestras, and to teach their blind the use of other instruments than the piano? I went up the Hudson recently and a band of a dozen people furnished music, playing mainly the popular airs. I could not help but think what a fine thing it would be if blind people were furnishing this music. I never go over a Staten Island boat and see three or four husky Italians furnishing the music on the ferry boats that I do not regret that blind people are not doing this themselves. I always drop a nickel into the hat passed around, not because I want to give these fellows charity, but because I have been entertained by their music and am willing to pay for it, and I should have been pleased to have dropped a larger amount if the players had been blind people. Here in New York a great deal is paid out by the city for music in the parks in the evening, etc., and a band of twenty people furnish the music. If the blind were properly taught the use of these instruments, do you not think they could furnish this music, and do you not think it would open up a large field of employment to them?"

The writing of music in point by the pupils has not been satisfactory, on account of a lack of uniformity in the methods of instruction, the custom having been for each music teacher to dictate to his or her pupil, thus cutting down the time that should be devoted to the music lessons proper. For this reason we have, during the last couple of years, purchased more music in point than formerly, though not losing sight of the fact that every blind pupil should be competent to write music in point when dictated from the ink copy. To improve the character of the writing, and especially to attain greater accuracy in the spacing, I compiled a book of sixteen pages, and had it printed in New York point, containing the notes, characters, abbreviations, definitions, etc., with which the pupil must become familiar. I also compiled and printed a synopsis of the book in card form and had the cards varnished so that they will stand plenty of handling. It is intended to form a class with Miss Moore as the teacher, and each music pupil will be carefully instructed and examined on the contents of the book, until able to write music correctly from dictation.

Two books in point, containing the music of hymns used in the morning devotional exercises, have been printed, and the pupils will find these useful in connection with the class above referred to.

A book entitled "Notes on Harmony" was compiled by Miss Moore and printed in point for the use of her pupils.

Under the heading, "Sightless Teachers of the Seeing," E. H. McNiel, Director of Music in the State School for the Blind, Macon, Georgia, writes as follows in the New York Music Folio:

"I have often been asked the question, 'How can a blind man teach Music to a person who can see?' and the answer to this question involves much consideration. That he can teach has been thoroughly demonstrated and, I might say, it has been equally demonstrated that, under certain circumstances, he can not and should not undertake such work. In the first place, a blind man without an ear for music is absolutely unfit for the business; and then, no matter how good

his ear may be, even though he may have absolute pitch, he cannot rely implicitly on that. He must by all means acquire a correct knowledge of musical notation, and by musical notation I mean the staff, the shape of notes, the marks of expression and other musical characters used by the seeing. No matter how familiar he may be with the point system of music for the blind, this familiarity will only do him good personally and will not help him in any way in teaching the seeing. He must learn to translate everything by thought immediately from the point system to the staff. In other words, he must not *think* his music in the point system characters, but must think always of the notes as represented on the staff. For this reason, it is my opinion that a blind child, who is expected to teach music, should be taught from the staff in connection with the embossed music, so that from his very earliest musical education he may learn to associate the two. To teach some one to read a thing of which he has no knowledge himself is preposterous. It is a much discussed question as to the best method of teaching the staff to the blind. In my opinion, all blind music teachers should know the line letter. I am greatly indebted, for what success I have had in teaching, to the "Manual of Musical Notes," "Musical Signs for the Seeing," and "Marx' Universal School of Music," all of which are compiled by Mr. David D. Wood, of Philadelphia. One word further: I do not wish to, in any sense, undervalue any system of point music. Only the blind themselves know of what incalculable value they have been in the last fifteen or twenty years, and how they have placed music beneath our fingers, which could otherwise never have been read by us. I would commend especially the publications in New York Point and American Braille. Every blind music teacher, organist, or concert pianist ought to secure just as many as possible. There is nothing like having a complete repertoire. These point systems are, however, only made for our use, and we must, if we are thorough musicians, keep in touch with the real notation of music."

Many readers of this report, especially the ex-pupils, will be interested in the endeavour of Mr. Holmes, of the Matilda Ziegler Magazine, to provide popular music for the blind. In the announcement of the "Music Folio" Mr. Holmes says: "I have long realised the need of more popular and semi-popular music for the Blind. Many write that they teach music in communities that do not appreciate classical music, and that for lack of popular music they lose pupils; others who play at public places, where there is a demand for popular music, write that they are handicapped in their work by lack of it. This encouraged me to publish this number, and if it should meet with the success that I felt it would, it would then be issued as a Music Quarterly. The demand for it has exceeded my expectations, nearly a thousand orders having been received for this number, and the Musical Quarterly will begin in December. The price will be a dollar a year, paid in advance. It will be similar to this number, with possibly a leaning a little more toward the popular music. I am well aware that this will not meet with the approval of some of the schools, nor of many of the blind who want only classical music; but they do not have to take it or read it if they do not want to. The seeing have all kinds of music, and I simply want the blind, as far as possible, to have the same opportunity. I realize the wisdom of first inculcating a taste for the classical music in music students, and I do not advise the younger pupils to take this publication, until a good musical foundation has been laid, and then no harm can result from it. One reader wrote as follows: "Is the Yama Yama Man trash Music? If so, I must ask you to omit it from my number." I wrote him that doubtless he would call it very trashy music, but that we could not at that

Kindergarten, O. I. B

price make up a special number for him, and I suggested that he cut out the pages containing this and other pieces objectionable to him. This piece has been very popular in the leading cafes of New York and other places which furnish music to their patrons. I wonder, if this party were eating in a cafe when it was being played, would he get up and walk out. All we can do is to give the Musical Quarterly a trial, and one year will tell whether or not there is a demand for it. Of course everyone will realize that this is not done for profit, for it is not expected that the receipts will pay its expenses; but if it gives pleasure, and if it enables some blind musicians to add to their incomes, then I will be satisfied with the labour and time spent. Suggestions and honest, intelligent and practical criticisms will at all times be gladly received. All communications for it should be addressed to 'The Musical Quarterly for the Blind,' 306 West 53rd Street, New York City."

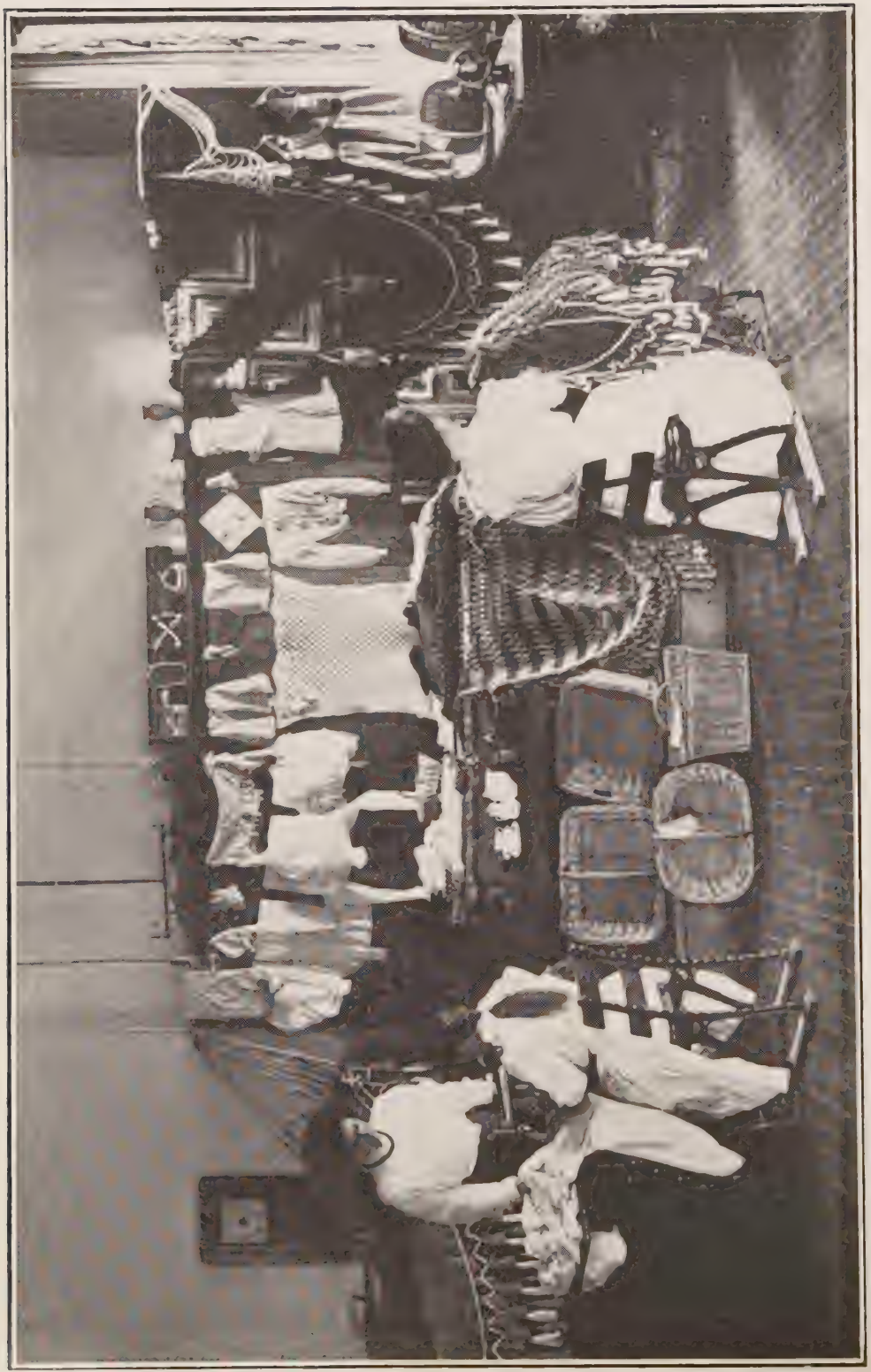
The editor of the "Music Folio" endorses the views expressed in the following letter, received from a man who has been very successful in a line of music:

"Answering your valued letter, I beg to say that, notwithstanding the high-class musical education that was given to me and for which I am very thankful, I heartily endorse your sentiments relative to popular music for the blind. I was educated, as before said, to the classics, but after some years of devotion to higher grade of composition, I turned to the semi-popular, and along these lines I have made my reputation. The trouble I find with most of our schools for the Blind is that they aim too high with their music. In other words, many pupils have classical music drummed into them, whose literary attainments do not begin to keep pace with such a high standard of music. The one will not go without the other, is my experience. I do not believe in trash, but give me music for the people always."

Domestic Science.

The work of this department is still restricted by the lack of room, the only place available for the use of the class being a small room—formerly a pantry—adjacent to the main kitchen. Miss Lee, the teacher, reports to the Principal as follows:

"In presenting my report on Domestic Science for the past year, I may say that the usual amount of work was accomplished, and the girls seemed to derive much benefit from the class. They always looked forward to their lesson with pleasure and, I feel sure, in two cases at least, the 'bit of housework' after four o'clock was the means of reconciling them to being away from home. It seemed to form a connecting link between home and school. I found the girls neat and clean and always anxious to do things right, though in the cases of the totally blind ones much watchful care had to be given; however, when they could work unaided, it afforded them the greatest pleasure to find they were becoming useful. We had theory once a week, when general talks on cooking were given, and recipes were written down for future use. In the practical work the pupils were given a chance to perform the different household duties in the kitchen, and they managed to keep it in good order all the time, while they learned the correct method of cooking many substantial and nutritious dishes, suitable for each meal in a day. We had soups, fish, meats, puddings, cakes, cookies, scalloped dishes, omelets, poached eggs on toast, croquettes, biscuits, cocoa and several other dishes; and when the food was ready, the class usually set the table properly, sometimes invited one



Exhibits for Toronto Fair from O. I. B.

guest (a school friend) and had a social period, eating the result of their efforts. This part of the programme afforded an opportunity for a general talk on how to serve things, and to learn what knives, forks, etc., should be used with the different eatables. Though the work in this department was quite satisfactory, I feel that much more could still be learned by our girls in the way of household duties by giving them certain tasks daily in the school. This of course would require the supervision of an officer, but the effect would be to make the pupils more industrious and better women. I always have some pupils in my Domestic Science class who are old enough to be expected to know how to perform at least the simplest household tasks, but who are absolutely ignorant along that line. To my mind, there is no excuse for a parent bringing up a child that way, even though the child is blind. Such neglect, even though intended as an excess of kindness, has a tendency to make children helpless all the days of their lives, for the habits we form in our childhood cling to us through life."

Sewing.

Under the instruction of a careful and competent teacher, Miss Ella Cooper, thirty-five of the girls spent such time in the sewing room as they could spare from their literary, musical and other industrial classes. Their teacher reports that the girls were always eager to learn and that splendid progress was made in most cases. The whole class devoted one day each week to darning, in which there was much interest and improvement; thirteen pupils were promoted to and instructed in machine stitching. It is a great thing to have blind children find out how much they can do for themselves, and one who can make and mend her own garments must feel the pride of independence. Miss Cooper reports that some of the boys are anxious to learn something of plain sewing, and an attempt in that direction will be made. The articles made by the pupils during the session were: 174 pillow cases, 89 glass towels, 100 bath towels, 27 hammock pillows, 12 table napkins, 2 boys' coats, 3 pairs boys' pants, 4 boys' dickies, 9 clothes bags, 7 girls' pinafores, 13 aprons, 19 bibs, 3 table cloths, 4 night dresses, 13 blankets, 2 tray cloths, 1 white spread, 1 cap, 135 dusters, 3 window blinds, 8 comb and brush bags, 2 pairs drawers, 5 laundry bags, 71 dish cloths, 2 log cabin quilts, 1 underskirt, 3 underwaists, 3 men's nightshirts, 5 blouses and 2 dresses. Six dresses and one coat were made over. The following articles were mended: 12 pillow cases, 18 towels, 13 sheets, 6 white spreads and 13 dresses.

Knitting and Crocheting.

Forty-three girls took lessons from Miss Haycock and Miss Burke in knitting and crocheting, and the work done was very satisfactory. Miss Haycock reports that some of the pupils returned from their homes with orders for various articles, which they at once proceeded to fill. The girls were especially busy before Christmas, making bed-room boots, slippers, mittens and gloves to send away to friends. Where there is a baby in the family at home, the pupil's fingers are pretty sure to be busy making little shirts, bootees, jackets and bonnets. These save the mothers considerable outlay, for they are expensive things to buy. Owing to the demands of the literary and musical work on the pupils' time, some of them could devote only two periods a week to the industrial work, which made progress slower than

New Sloyd, Hammock, Tuning and Carpenter Shop, O.I.B.

it would otherwise have been. Besides such articles as have been mentioned, the pupils made fascinators, shawls and scarfs. The largest pieces of work were two skirts with fancy knitted waists attached, and three golf coats. Some very pretty work was done for the Toronto Exhibition, including a baby's carriage rug, the mate to which sold in Brantford for five dollars. It is noticeable that on the whole the work done by the blind pupils in the knitting room is equal in quality to that done by the sighted, and although a great deal of white wool is used, visitors remark upon the cleanness of the finished articles.

Bead Work.

Miss Cronk gave instruction in bead-work to thirteen boys and eighteen girls; Miss Hepburn taught fourteen girls. Among the articles produced by Miss Cronk's pupils were four electric light shades with frame-work of cut beads and fringes of seed beads; three electric light shades made entirely of cut beads; nine work baskets; seven vases; five handkerchief boxes; one handkerchief holder; five comb and brush trays; two water sets, eight pieces in each; one smoking set, five pieces; one five o'clock tea set, seven pieces; one buggy; six watch pockets; eight cradles; nine watch chains; twenty necklets; one purse; one opera glass bag; twenty square baskets; twenty-seven round jewel cases; one three-cornered jewel case; fourteen square jewel cases; thirty-one round baskets with handles; four three-cornered baskets; eight oval baskets with handles; nineteen pin trays; nineteen hairpin holders; six hair receivers; one hat-pin holder; thirty canoes; one hundred and seventy-nine napkin rings; one hundred and eight chairs; one churn; fourteen pitchers; ten cups and saucers; three tea cups; three sugar bowls; one table; one umbrella. In all over six hundred articles were finished, specimens from which were exhibited at the Toronto Fair.

Willow-Work and Cane-Seating.

Fifteen boys were instructed by Mr. Donkin in basket-making, and eight in cane chair-seating. Several of them became quite expert and were able to make and sell baskets on their own account during the vacation. Two hundred and sixty-five baskets were finished in the workshop during the session, the sales amounting to $251.53. Three thousand pounds of willow was sold to or procured for ex-pupils.

This trade, while not very lucrative, must still be considered one of the best for the blind, and the market for the products seems to be fairly steady. A blind man, working by himself, has more difficulty in selling the goods than in making them, and for that, among other reasons, I am still of opinion that the shop system, under sighted supervision, supplies the best conditions for blind men to work in.

Hammock-Netting.

Eighteen boys were trained in this department by Mr. Lambden. Sample products of their industry and skill were exhibited at the Toronto Fair. Some of the hammocks were very handsomely trimmed with colored fringes and pillows.

Printing.

Our printing office has been improved by the addition of a quantity of type made in Boston, and the output of books and cards for use in the school, particularly since the appointment of Miss Constance Roberts as printer on January 19th, has been quite satisfactory. In addition to the typesetting, making up forms, feeding the press, etc., it was necessary for our new printer to learn to translate the ink-print reading matter and music into the New York point letters and characters, setting the point type from the ink copy and putting the type into the stick from left to right, instead of from right to left, as it is done in printing offices where ink is used. By experience she learned just how much moisture and pressure were required to make the paper take a good impression, she also acquired expert knowledge of the various operations needed to make covers and bind books, and the result of less than a year's work is a stock of point books and cards which, the pupils say, are more legible by touch than any they had heretofore used. The type is large (double pica), the points are distinct, and the ordinary spacing (n quad) both in letter-press and music makes the proper separation between words or characters easily traceable. For convenience in handling, and to get more wear out of them, the books are made small, the average being not more than twenty-five pages. They are well indexed in point and have type-written labels on the outside of the cover. The editions run from fifty to one hundred and fifty, according to the probable demand.

Among the books so far completed are three hymn books, two books of music for the hymns, four recitation books, a key to the New York point, literary and musical; "Notes on Harmony," compiled by Miss E. Moore; arithmetic, spelling book, primer, etc. For the use of the little ones, who sometimes have wet or dirty fingers, which are very destructive to the points on white paper, some thousands of cards have been printed, of the same size as the book pages, and these cards have been varnished on both sides, so as to stiffen the points and make the surface impervious to water. The varnished points are very pleasant to the fingers, and the older pupils like to study from cards so prepared. Among the contents of the varnished cards are the multiplication table to twenty times twenty, the tables of weights and measures, the alphabet, contractions and small words introductory to the primer, the primer, the speller, description and definition of music signs, etc. These are assorted and put up in large envelopes, and the pupils use them freely. Our concert programmes, printed in point, are appreciated not only by the pupils, but by many ex-pupils to whom copies are sent by mail.

Other Senses not Sharpened by Blindness.

(*From the Literary Digest, April 10th,* 1909.)

The prevailing idea that blind persons are unusually acute in their remaining senses, particularly that of hearing, is without foundation, if we are to credit evidence presented in a letter to *Nature* (London, March 11) by John G. McKendrick. Blind people have not acute hearing and touch, he says; but their condition compels them to give abnormally close attention to the resulting sensation. Says this writer:

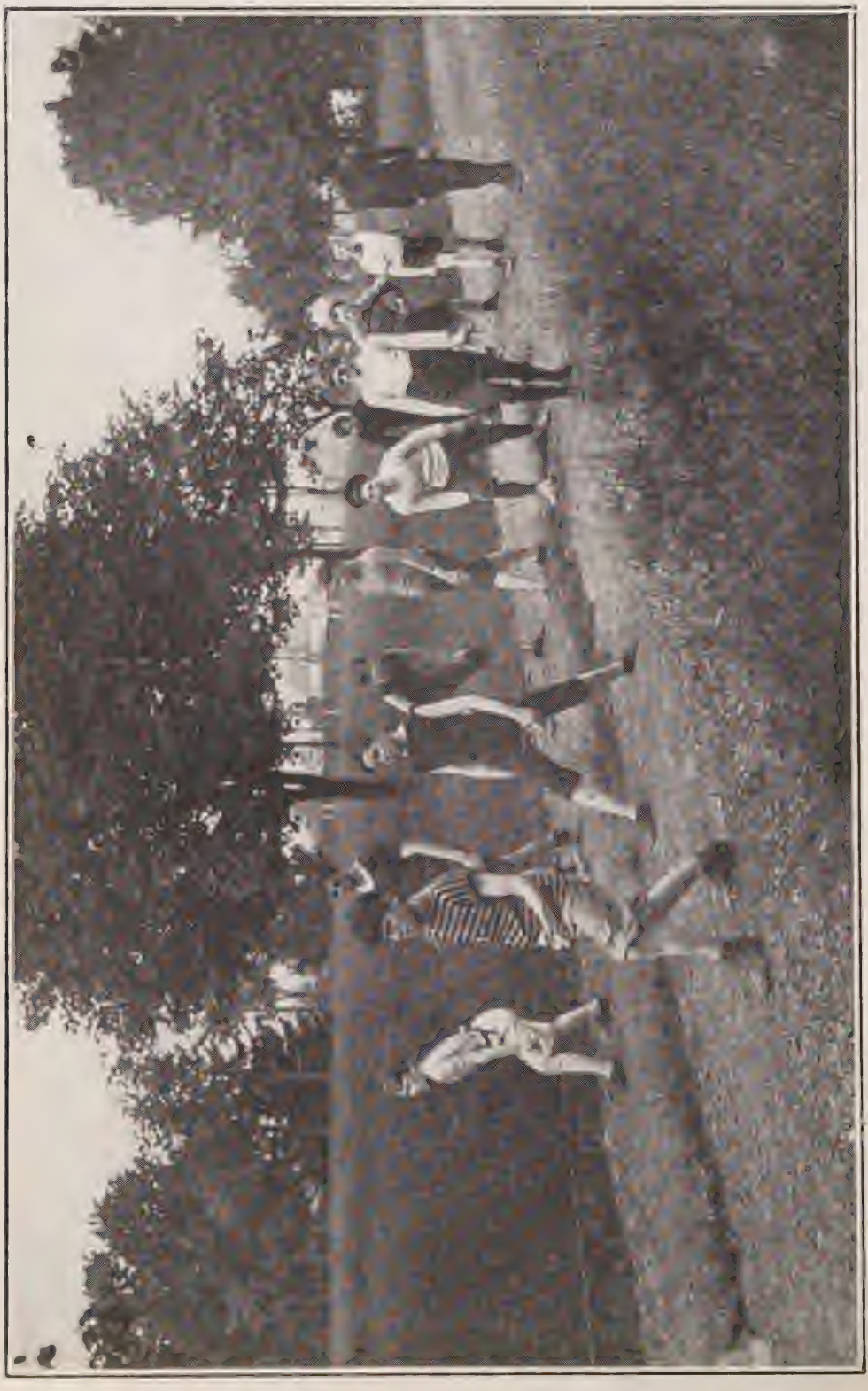
"It is a prevalent opinion that if a human being is bereft of one sense, one or more of the other senses become more acute, and thus establish a compensation. For example, it is generally believed that the blind have the senses of touch and of

hearing, more especially of touch, developed to a degree of acuteness not found in those who see, and that, in this way, the blind find their way about the world with an accuracy that is often surprising. The blind have even been credited with the ability to discriminate colours by the sense of touch, and some have attempted to support this supposition by an appeal to the sense of heat or cold, possibly, for physical reasons, associated with a particular colour. A compensating arrangement has also been attributed to the deaf, and more especially to the deaf-blind. Such notions, however, must be abandoned before the evidence of recent investigations."

The question, Mr. McKendrick goes on to say, has been recently discussed in a paper on the physiology of the blind, by Director Kunz, of the Institution for the Blind at Illzach-Mulhausen, Germany, with special reference to the observations of Professor Griesbach, made on a considerable number of blind persons in the institution, and also on pupils in the public schools of Mulhausen of the same age. The results, we are told, are somewhat surprising. To quote:

"As regards perception of the direction of sound, there is no difference between the seeing and the blind. The average distance at which sounds could be heard was essentially the same in both classes. As tested by Zwaardemaker's olfactometer, the delicacy of the sense of smell was rather in favor of the seeing. Griesbach used his own esthesiometer, with parallel pins on springs, instead of the old Weberian method with compasses, in testing the acuteness of touch, with the result that the average minimum distance, say on the tip of the forefinger, etc., at which two points were felt was greater in the blind than in the seeing; in other words, that the seeing had a finer sense of touch than the blind. It is generally supposed that the pulp of the forefinger of the right hand, which is used by the blind in feeling the points in Braille's system of teaching the blind to read, must be very sensitive, but this was found not to be the case. Too high a degree of sensitiveness to touch is rather unfavourable to discriminating the points in Braille's type, and it is curious that when, in the blind, the epidermis of the skin covering the right forefinger becomes thickened by manual labour or by laborious practice in 'reading,' the discrimination of the points becomes easier. It was observed, also, that sometimes in the blind there was a difference as regards receiving impressions between the two forefingers.

"There appears to be no evidence, therefore, that blindness, *per se,* increases the sensitiveness of the other senses, but, on the principle that if one sense is defective the others are likely to be also defective, the other senses, in the average blind, are less acute than in the seeing. How, then, are we to explain the wonderful way in which the blind avoid obstacles and find their way about? It has been supposed that by practice the skin of the face, in particular, becomes more sensitive, or, in other words, that the blind habitually pay attention to currents of air playing on their faces, and especially they may be influenced by sensations of temperature. They say that they 'know' they are near a wall because they 'feel' it, although they do not touch it. It would be interesting to examine the blind as regards the sensitiveness of the hot and cold spots of the skin revealed by Goldscheider and others. The theory of sensitiveness to the direction and temperature of air currents is supported by the observation that the blind do not so readily avoid an obstacle if the face is covered or even if they are blindfolded. This suggests the question: Are all so-called blind people absolutely insensitive to light? It is also believed that the blind pay almost involuntary attention to the direction and quality of sounds. The blind man 'taps' his stick. When snow is on the ground the blind have difficulty in avoiding obstacles. One must not forget, how-



Blind Boys on Running Track, O. I. B.

ever, the psychical element that enters into the question. The effort of attention is superadded to the sensory impression. Impressions may reach the sensorium of which we are usually unconscious, but they may be detected by an effort of attention. This was strongly pointed out by Helmholtz. The senses of the blind are not more acute than those of normal people, but the necessities of the case oblige the blind to pay attention to them."

Physical Culture.

So long as weather conditions permit, the pupils are encouraged to take exercise in the open air. The regular walk after breakfast, down the centre walk and Palmerston Avenue, and back by Brant Avenue and the girls' walk, retains its popularity, many of the pupils proudly reporting that they had not missed the walk a single morning last session. The boys played football and short and long distance running, and the girls indulged in many little games of their own, besides making considerable use of their running track, with its wire guides. During a visit to Portland, Oregon, in the vacation, I inspected the apparatus in a public playground, used by seeing children in that city, and I have been figuring on the cost and usefulness of a giant stride and various forms of swings and teeters, with their adaptability for the use of the blind. When winter sets in, we have to depend largely on the work in the gymnasium, where instruction was given by Mr. Roney to 57 girls and six little boys, divided into three classes, and by Mr. Green to 45 boys, also divided into three classes. The weak point in practice about the gymnastic work is that the most delicate pupils generally ask to be excused from it on the plea that it injures their health; and it interferes considerably with shop work after the literary work is finished in the afternoons. Nevertheless, the gymnasium is a valuable appendage to the school, and I would be glad if we had a room and apparatus on the girls' side similar to those on the boys' side. With the consent of the Department, a small sum of money was expended for prizes to be competed for in the athletic contests on June 4th. The results were reported as follows in the city papers of June 9th:

"On Friday afternoon the pupils of the Ontario Institution for the Blind engaged in their annual athletic contests under the management of Messrs. Wickens, Roney and Green, with the other teachers and officers, and some visiting friends from the city, as interested spectators. Many of the boys and several of the girls had been in active training for several weeks, using the wired cinder paths to prepare for the short races and a portion of the Paris road for the longer ones. For nearly all the events the entries were numerous and the competition keen. Last night, after the evening reading, the prizes were distributed to the winners by the Principal, the list of the fortunate ones being as follows:

Fifty yards race for girls under ten years: 1 Evelyn Henrich, 2 Muriel Stephenson.

Fifty yards, under twelve: 1 Teresa Thompson; 2 Geraldine McEwen.

Relay race, won by team No. 1: Orville Frayne, Roy McCutcheon, Lyman Bartley and Norman McDonald.

Spoon and Egg Race: 1 Ethel Stevens, 2 Gretchen Wyld.

Boys under ten, fifty yards: 1 Leonard Sherman, Joseph Smith.

Boys under 12, fifty yards: 1 Frederick Steele, 2 Howard Hawken.

Girls under fifteen, 100 yards: Ethel Stevens, Doris Hawley.

Putting the shot: Thomas Kennedy, Harold Elnor.

Blind Girls on Running Track, O. I. B.

Boys, over fifteen, 100 yards: Harold Elnor, Thomas Kennedy.
Boys under fifteen, 100 yards: Roy McCutcheon, John Cundy.
Standing jump, boys over fifteen: Lyman Bartley, Thomas Kennedy.
Standing jump, boys under fifteen; Roy McCutcheon, William Thompson.
One hundred yards race, girls over fifteen, Gretchen Wyld, Emma Rooke.
Three-legged race: 1 Roy McCutcheon and Arthur Ouellette, 2 Norman McDonald and Orville Frayne.
Two-mile run: Orville Frayne, Arthur Ouellette, William Thompson, Walter Rees.

The Staff.

Minister of Education (in charge):

Hon. R. A. Pyne, M.D., LL.D.

Deputy Minister:

A. H. U. Colquhoun, B.A., LL.D.

Officers of the Institution:

H. F. Gardiner, M.A. ..... Principal.
W. B. Wickens ..... Assistant Principal.
W. N. Hossie ..... Bursar and Storekeeper.
J. A. Marquis, M.D. ..... Physician.
B. C. Bell, M.D. ..... Oculist.
Mrs. M. E. Stewart ..... Matron.

Teachers:

W. B. Wickens ..... Literary.
P. J. Roney ..... Literary.
Miss E. S. Rae ..... Literary.
Miss M. E. Walsh ..... Literary.
W. Norman Andrews, F.G.C.M. ..... Music.
Miss E. Moore ..... Music.
Miss E. Harrington ..... Music.
Miss E. Lee ..... Kindergarten and Domestic Science.
Miss L. H. Haycock ..... Knitting and Crochet.
Miss E. Cooper ..... Sewing and Darning.
Miss K. Burke ..... Assistant Knitting and Sewing.
T. S. Usher ..... Piano Tuning.
W. B. Donkin ..... Trades Instructor.
D. Green ..... Supervisor of Boys.
Miss M. J. Cronk ..... Visitors' Attendant.
Mrs. J. Kirk ..... Boys' Nurse.
Miss M. Stewart ..... Girls' Nurse.
J. B. Wilson ..... Engineer.
G. G. Lambden ..... Carpenter and teacher of Sloyd and Hammock-netting.
G. Grierson ..... Baker.
D. Willits ..... Farmer and Gardener.

Books and Libraries.

Our importation of books from Louisville has been below the average, as it was thought judicious to spend more of the appropriation upon material to be used in our own printing office. The stock of Bibles in New York point was replenished, and we are indebted to Mrs. N. S. Williams, 336 Princess Avenue, London, for a complete set of the Bible in Moon type, which had been slightly used by her mother, the late Mrs. Ware.

I have had a good many applications for instructions and materials to teach the adult blind to read—generally persons who have recently lost their sight. With the alphabet and primer cards, described in the paragraph on "Printing," it is possible for any sighted person who can read to teach a blind friend, and I have been pleased to send free outfits to be used in such cases. It is necessary to impress on the "new blind" that patience and perseverance are required to learn to read by touch. Some expect to train the finger in a day, and become discouraged, whereas, if they would work along for a month, they would enjoy the comfort to be derived from books for the remainder of their lives. Our circulating library continues to supply the demand for books in raised type, free of cost and free of postage. The following is its record:

New readers during the year	13
Total readers during the year	43
Books issued during the year	164
Total books issued	2,181
Total number of readers	162

CATALOGUE OF EMBOSSED BOOKS.

Books in New York Point.

Books of Fiction.

Ancient Wood, Heart of the	Charles G. D. Roberts.
Arabian Night's Entertainment	
Bar Sinister, The	Richard Harding Davis.
Battle Ground, The (2 vols.)	
Beside the Bonnie Briar Bush	Ian Maclaren.
Bob Son of Battle (2 vols.)	Alfred Ollivant.
Brobdingnag	Jonathan Swift.
Child Life, Fancies of	
Crewe, Sara	Frances H. Burnett.
Curore (2 vols.)	Edmondo de Amicis.
Corner Cupboard, Aunt Martha's	Mary and Elizabeth Kirby.
Daddy Darwin's Dovecote	J. H. Ewing.
Daffydowndilly	Nathaniel Hawthorne.
Dairyman's Daughter	Leigh Richmond.
Daphne	Margaret Sherwood.
Henry Esmond (3 vols.)	William M. Thackeray.
Fables and Fairy Stories	James Baldwin.
Fables, Æsop's	
Feathertop	
Golden Age, The	Kenneth Grahme.
Hills, Tales of the White	Nathaniel Hawthorne.

Ivanhoe (condensed) ..... Sir Walter Scott.
January, Captain ..... Laura Richards.
Jungle Book ..... Rudyard Kipling.
Jungle Book, Second ..... Rudyard Kipling.
Kenilworth (condensed) ..... Sir Walter Scott.
Kindness, Stories of .....
Lilliput ..... Jonathan Swift.
Fisherman's Luck ..... Henry Van Dyke.
Manse, Mosses from the Old ..... Nathaniel Hawthorne.
Mohicans, The Last of the (3 vols.) ..... James Fenimore Cooper.
Name, In His ..... Edward Everett Hale.
Nannette, Woodman's .....
Phoebe Gay, Little ..... Helen Dawes Brown.
Picciola (2 vols.) ..... X. B. Santine.
Pilot, The (2 vols.) ..... James Fenimore Cooper.
Preston Girl, That ..... Nina Rhoades.
Purpose, Stories of .....
Rebecca of Sunnybrook Farm (2 vols.) ..... Kate Douglas Wiggin.
Richelieu ..... Edward Lytton Bulwer.
Robinson Crusoe (2 vols.) ..... Daniel Defoe.
Sailing around the World (2 vols.) ..... Joshua Slocum.
Seven Gables, House of (2 vols.) ..... Nathaniel Hawthorne.
Seven Little Sisters ..... John Andrews.
Story Book, Wagner's ..... William H. Frost.
Stories, Selected (2 vols.) ..... Thomas B. Aldrich.
Tales, Fairy ..... Grimm Brothers.
Tanglewood Tales ..... Nathaniel Hawthorne.
Treasure Island ..... Robert Louis Stevenson.
Twin, The Queen's ..... Sarah Orne Jewett.
Tale of Two Cities, The (3 vols) ..... Charles Dickens.
Undine .....
Via Crucis (2 vols.) ..... Francis Marion Crawford.
Virginian, The (3 vols.) ..... Owen Wister.
Work, The Day's ..... Rudyard Kipling.

Books of History and Biography.

Adventure, Stories of (2 vols.) .....
Athens, A Day in ..... Plato.
Boys of Other Countries ..... Bayard Taylor.
Boone and Other Pioneers ..... J. A. McClung.
Julius Caesar (2 vols.) ..... Fowler.
Cicero (2 vols.) ..... J. L. Strachan Davidson.
Discovery, Tales of (2 vols.) ..... Edward Everett Hale.
England, Young Folks' History of ..... Charlotte Yonge.
England in the Nineteenth Century (2 vols.) ..... Justin McCarthy.
English History (3 vols.) ..... David H. Montgomery.
East, Old Stories of ..... James Baldwin.
Extinct Civilizations, Story of ..... Robert Anderson.
France, Young Folks' History of (2 vols.) ..... Charlotte M. Yonge.
France, Pioneers of, in the New World (2 vols.) ..... Francis Parkman.
Franklin, Benjamin, Autobiography of .....
Frederick the Great ..... Thomas Babington Macaulay.
French History, Leading Facts in (2 vols.) ..... David H. Montgomery.
Frontenac and New France (2 vols.) ..... Francis Parkman.
General History, Civilization (3 vols.) ..... A. S. Barnes.
General History, Political (3 vols.) ..... A. S. Barnes.
Georges, The Four ..... Wm. Makepeace Thackeray
Grandfather's Chair ..... Nathaniel Hawthorne.
Great Americans, Stories of ..... Edward Eggleston.
Greece, Young Folks' History of ..... Charlotte Yonge.
Greek Stories, Old ..... James Baldwin.
Greeks, Story of the (2 vols.) ..... H. A. Guerber.
Industry, Stories of ..... A. Chase and E. Clow.
Life, Story of my (2 vols.) ..... Helen Keller.
Napoleon (2 vols.) ..... W. O. Morris.
Pioneer History Stories ..... C. McMurray.
Plutarch's Lives, Selections from ..... J. S. White.

Pontiac, Conspiracy of (3 vols.)	Francis Parkman.
Rome, Young Folks' History of	Charlotte Yonge.
Slavery, Up from	Booker T. Washington.
Trail, The Oregon (2 vols.)	Francis Parkman.
Wonder Book, The	Nathaniel Hawthorne.

Books for Language Study.

Beginners' Latin Book (2 vols.)	Collar and Daniell.
Caesar, First Four Books	J. H. and F. W. Allen.
Caesar, Talks with	L. Sauveur.
Composition and Rhetoric (2 vols.)	Virginia Waddy.
English, Higher Lessons in (2 vols.)	Alonzo Reed.
Etymology, Condensed	W. S. Fortescue.
French, Foundations in	F. D. Aldrich and J. L. Foster.
Latin Grammar (3 vols.)	J. B. Greenough.
Language Exercises	Metcalfe and Bright.
Literature, Latin (2 vols.)	J. W. McKail.
Speller	William Swinton.
Speller, Three Thousand Word	J. W. Westlake.
Vocabulary, Latin (3 vols.)	J. H. Allen.

Books about Music.

Composers, Great German (3 vols.)	J. Stieler.
Hymn Tunes	
Mozart	E. Prout.
Musical History, Lessons in	J. C. Fillmore.
Musical History, Manual of	F. L. Ritter.
Music and Culture	Karl Merz.
Music Talks with Children	Thomas Tapper.
National Music of the World	H. F. Chorley.
Purity in Music	A. F. Thibault.
Musicians, Letters from Great	Crawford and Chapin.
Musicians, Stories about (3 vols.)	E. F. Ellet.
Operas, Standard (2 vols.)	George P. Upton.
Operas, Stories of Famous	H. A. Guerber.
Organ Method	J. Stainer.
Piano Forte Music, History of	J. C. Fillmore.
Touch and Technic	William Mason.

Books of Prose Literature.

Addison	Thomas B. Macaulay.
American Literature (2 vols.)	F. V. N. Painter.
American Literature, Selections (2 vols.)	F. V. N. Painter.
Character	Samuel Smiles.
Clive	Thomas B. Macaulay.
Conduct of Life	Ralph Waldo Emerson.
English Literature (2 vols.)	Brainerd Kellogg.
English Literature, Extracts (2 vols.)	Brainerd Kellogg.
Hastings, Warren	Thomas B. Macaulay.
Humorists, English (2 vols.)	William M. Thackeray.
Johnson, Samuel	Thomas B. Macaulay.
Literary Friends (2 vols.)	William D. Howells.
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Words and Their Uses. (2 vols.)	Richard Grant White.

Religious Books.

Holy Bible, Vol. 1, Genesis and Exodus.
Holy Bible, Vol. 2, Leviticus to Deuteronomy.
Holy Bible, Vol. 3, Joshua to Second Samuel.
Holy Bible, Vol. 4, First Kings to First Chronicles.
Holy Bible, Vol. 5, Second Chronicles to Job.
Holy Bible, Vol. 6, Psalms to Song of Solomon.
Holy Bible, Vol. 7, Isaiah and Jeremiah.
Holy Bible, Vol. 8, Lamentations to Malachi.
Holy Bible, Vol. 9, Matthew to Luke.
Holy Bible, Vol. 10, John to First Corinthians.
Holy Bible, Vol. 11, Second Corinthians to Revelation.
Book of Psalms.
Gospel of Saint Matthew.
Gospel of Saint Mark.
Gospel of Saint Luke.
Gospel of Saint John.
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Arithmetic, New Primary ..... John H. Walsh.
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Europe, Northern .....
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Woods, In the Maine (2 vols.)	
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As You Like It.	William Shakespeare.
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Essay on Man	Alexander Pope.
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Hiawatha	Henry W. Longfellow.
Holmes' Poems	Oliver Wendell Holmes.
Idyls of the King	Alfred Tennyson.
Iliad	Alexander Pope.
In Memoriam	Alfred Tennyson.
Julius Caesar	William Shakespeare.
King Lear	William Shakespeare.
King Richard III.	William Shakespeare.
Lady of the Lake	Walter Scott.
L'Allegro	John Milton.
Lays of Ancient Rome	Thomas B. Macaulay.
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Marmion	Walter Scott.
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Merchant of Venice	William Shakespeare.
Paradise Lost	John Milton.
Poems for Every Day Reading	
Princess, The	Alfred Tennyson.
Samson Agonistes	John Milton.
Saul and other Poems	Robert Browning.
Schiller's Poems and Ballads	Johann Christolph Schiller.
She Stoops to Conquer	Oliver Goldsmith.
Taming the Shrew	William Shakespeare.
Tempest, The	William Shakespeare.
Thanatopsis	William Cullen Bryant.
Twelfth Night	William Shakespeare.
Whittier's Poems	John Greenleaf Whittier.

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New York Point Primer, No. 1.
New York Point Primer, No. 2.
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Second Progressive Reader (3 vols.).
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Fourth Progressive Reader (4 vols.).
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Rational Speller, Third Year.
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Rational Speller, Sixth Year.
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Consoling Thoughts (2 vols.)	St. Francis De Sale.
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Following of Christ, The (3 vols.)	Thomas a Kempis.
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Hail! Full of Grace (2 vols.)	M. Loyola.

Heart of Jesus of Nazareth .....
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Little Lives of Great Saints (2 vols.) .....John O'Kane Murray.
Mary in the Work of Redemption .....E. Jeanjaquot.
Sacrifice of the New Law .....Bishop of Salford.
Selections from Cardinal Newman (2 vols.) .....L. E. Gates.
Spiritual Pepper and Salt .....
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What Christ Revealed .....Louis Jouin.
Workings of the Divine Will .....Pere Caussade.
Who and What is Christ?.....F. Roh.

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Alhambra, The (2 vols.) .....Washington Irving.
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Scottish History, Stories from .....William J. Rolfe.
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Fables ..... John Gay.
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Peru, Conquest of (4 vols.)	William H. Prescott.
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Childe Harold	George Gordon Byron.
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Hymns (Carolina)	
Hymns (Boston)	
Idyls of the King	Alfred Tennyson.
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Lays of Ancient Rome and Lord Clive	Thomas B. Macaulay.

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Longfellow's Poems ..... Henry W. Longfellow.
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Paradise Lost (2 vols.) ..... John Milton.
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Temple, The (Worcester Type) ..... George Herbert.
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Shakespeare, Life and Beauties of .....

Religious Books.

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First and Second Kings.
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Psalm LVIII. to Ecclesiastes.
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Daniel to Malachi.
Jeremiah XXVII. to Malachi. (The above bound together.)
Matthew and Mark.
Luke and John.
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Matthew.
Mark.
Luke.
John.
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Roman Catholic Catechism.
Book of Common Prayer.

BOOKS IN MOON TYPE.

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Tempest, The ..... William Shakespeare.
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Child's Seventh Book.
Butler's First Reader.
Butler's Second Reader.
Butler's Third Reader.
Butler's Fourth Reader.
Butler's Fifth Reader.
Butler's Sixth Reader.
Butler's Seventh Reader.
First Star Reader.
Second Star Reader.
Third Star Reader.
Fourth Star Reader.
English Reader (2 vols.).
Second Class Reader.
Speller.
Pronouncer and Definer.

Magazines

Philadelphia Magazine, 1872 to 1903 ..... N. B. Kneass, Publisher.

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Exodus (2 vols.).
Leviticus (2 vols.).
Numbers (2 vols.).
Deuteronomy (2 vols.).
Joshua (2 vols.).
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First Kings (2 vols.).
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Loyal Responses (1 vol.).
Pilgrim's Progress (5 vols.).
Hymnal Companion (7 vols.).
Liturgy (Anglican) (1 vol.).

Buildings and Grounds.

A good deal of work has been done in completing the new workshop, including the plastering of the new tuning rooms, laying hardwood floors over the sheathing, and providing cupboards and shelving in the sloyd and hammock rooms. In the main building, hardwood floors were laid in the officers' dining room, practice rooms and lavatories; and the usual amount of painting, varnishing, kalsomining

and glazing was done. Name plates and number plates have been affixed to the doors. The plastering was done by H. L. Wood, the carpenter work by S. F. Whitham and the painting and glazing by J. Tilley. New boilers have been installed, and the heating plant renewed on an improved system. New baths have been provided where required.

Minor repairs have been made to the board walks. I recommend the substitution of cement for plank on the girls' walk, the plank being now pretty well worn.

A good many of the birch trees on the grounds are dying, and it will be necessary to replace them by more hardy and durable varieties.

With the consent of the Department, a portion of ground, 2 4-5 acres in extent, facing on St. Paul's Avenue, was granted to the Parks Commission of Brantford, for use as a playground, on condition that those using it should do no harm to the property of the Institution. This plot has been separated from the farm land by a wire fence, and the city authorities levelled and seeded the playground, so that it will be ready for use in 1910.

Farm and Garden.

Considering the quality of the soil on the portion of the Institution property devoted to farm and garden, and the cost of labour in proportion to its effectiveness, the only argument for the continuance of farming as an adjunct to the teaching of the blind is that at odd times it may be convenient to have within call a couple of able-bodied men. Some day, "the farm" will be cut up into city lots or converted into a city park. This year I have to report good yields of wheat and of hay; the oats, onions and early potatoes poor, affected by drouth; the late potatoes good; corn for table use and for the silo very good; turnips, carrots, beets, parsnips, mangels very good; apples scarce and of poor quality; early cabbage and cauliflower very good, later varieties not so good on account of the long drouth; summer garden produce all good; late celery very good; tomatoes abundant; grapes fair.

Miscellaneous.

Products of the several industrial departments of the Institution were shown at the Canadian National Exhibition, Toronto. The collection included baskets, hammocks, knitted and crocheted goods, sewing and darning, and beadwork, each article being marked with the name of its maker, and the collection properly labeled as "Made at the Institution for the Blind, Brantford." Located in a conspicuous place among the educational exhibits, the work of the blind attracted much attention and was duly admired. A diploma was awarded.

The casual revenue of the Institution for the official year amounted to $1,939.04, of which sum $1,765.16 was for fees of pupils from the Provinces west of Ontario, paid by the Governments of those Provinces.

The knighthood conferred upon Mr. F. J. Campbell by His Majesty King Edward, among the birthday honours, was highly appreciated by the blind and their friends in Canada and the United States. During the summer visit of Sir Francis and Lady Campbell to America, a reception was held at the residence of their son, Mr. C. F. F. Campbell, in Cambridge, Mass., to which most of the workers for the blind were invited.

Mr. M. Raymond, 53 Wellington Street south, Hamilton, a successful piano tuner, and a former pupil of the Royal Normal College and Academy of Music for the Blind, wrote a letter of congratulation to Sir F. J. Campbell and received a reply from which the following is extracted:

"My Dear Raymond,—We were very pleased to hear from you again after so many years' silence. Many thanks for your kind congratulations. We value the honour conferred by the King, not so much for ourselves, as for the public recognition by His Majesty of the cause of the Blind, feeling that such an honour conferred upon a blind man must have a beneficial effect upon the status of the blind throughout the country. The many letters, telegrams and cablegrams received from the blind throughout the United Kingdom, Canada and the United States show that they believe this recognition will give a new impetus to the education and training of the blind. Yours faithfully, F. J. Campbell."

Among the visitors who honoured the Institution during the session were Rev. Arthur T. Barnard, the blind pastor of the Presbyterian church at Burk's Falls (a former pupil); Hon. J. Duff, Minister of Agriculture; Mr. C. A. Hamilton, Superintendent of the New York State School for the Blind at Batavia; Mr. Fletcher, a blind music teacher at Sydney, C.B., graduate of the Halifax School for the Blind, and Mr. Craft, the manual training teacher at Batavia who came to get pointers on basket-making in our workshop.

I have the honour to be,
Sir,
Your obedient servant,
H. F. Gardiner,
Principal.

Brantford, October, 1909.

Physician's Report.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education*:

Sir,—In making my annual report for the year ending September 30th, 1909, I am glad to state that the health of officers and of the pupils, with one or two exceptions, has been good, and that few cases have been serious. On my daily visits to the Institution, there are generally some who require little attentions, but by this care, and prompt and careful nursing, the pupils—even those who are physically weak—generally improve physically and mentally as the session goes on. I may state, for the benefit of anxious parents and guardians of prospective pupils, that my experience in watching the children of this school teaches that most children do better, not only mentally but physically, from the day they enter the Institution. The regular hours for rising in the morning and retiring at night, as well as the daily routine of classes, meals, hours of recreation, etc., cannot help but have the effect of developing favourably both mind and body. In January, 1909, Assistant Principal Wickens developed an inflammation in right lung, which incapacitated him for a couple of weeks. He made a rapid and perfect recovery. The most unfortunate case in the year was a female pupil from eastern Ontario; owing to the severity of the weather, and the fact that her home was some distance from the railway, we removed her to the City Hospital, where she still remains, as her condition has only recently become such as to be considered safe to move her to

her own home. I still feel that the girl pupils are at a disadvantage in not having a proper sick-room, and hope that in the near future this may be added, that none may be unnecessarily exposed to contagion in case of an outbreak. The new steam heating has been fully installed and I am looking forward to more perfectly ventilated rooms and less influenza and catarrhal colds, from which we have suffered so much in the past.

I have the honour to be,
Sir,
Your obedient servant,
JOHN A. MARQUIS.

Brantford, October 1st, 1909.

OCULIST'S REPORT.

To Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

Sir,—I have the honour to report the results of the annual examination of the pupils' eyes.

There were present at the time of the examination nineteen new pupils, eight males and eleven females, an unusually small number. Of these nineteen cases two were blind from Ophthalmia Neonatorum, one male and one female; three from accidents, all males; seven from congenital conditions, and seven the result of various diseases in early childhood.

All were undoubtedly eligible to the Institution, the sight in most of them being very defective and indeed in a few entirely absent.

I also examined fifty-nine pupils who had attended in former terms, thirty-one males and twenty-eight females. They showed the usual variation in amount of vision as compared with last year, but on the whole this variation is in the right direction, as a majority registered a slight degree of improvement.

No accidents to the eyes requiring attention were reported during the year, and all have been singularly free from acute troubles of the eyes or exacerbations of their old troubles.

Respectfully submitted,
B. C. BELL.

Brantford, October, 1909.

LITERARY EXAMINER'S REPORT.

Hon. R. A. PYNE, M.D., LL.D., *Minister of Education*:

SIR,—In submitting my report I beg to state that I officially examined the various classes in the literary department of the Ontario Institution for the Education and Instruction of the Blind on June 7th to 10th, inclusive.

Under the heading of Miscellaneous I beg to offer a few suggestions.

In the following a detailed statement will be found.

Mr. Wickens' Classes.

Arithmetic.—In this class of six girls and twelve boys good work has been done in fractions and questions involving the use of fractional numbers. Nine problems

were given and one boy had all the answers correct, the marks of the class ranging from 34 per cent. to 100, with an average of 69.

Geography.—Continent of Africa. The answers, on the whole, were good. There were ten girls and fifteen boys present and they obtained marks from 34 per cent. to 100, the average being 77.

Physiology.—The examination was based on the nervous system and in a class of nine girls and thirteen boys the marks assigned were from 34 per cent. to 100, with an average of 91.

Reading.—This class of six girls and twelve boys had no less than four divisions, which tends somewhat to weakness. The book used was the Progressive Reader IV., parts 1, 2 and 3, in point print. Some of the pupils showed appreciation of the sense, but most read mechanically. The marks assigned ranged from 40 per cent. to 80, averaging 66.

Latin.—Considerable progress has been made in this subject and the class seemed interested in the work. There were present seven girls and one boy. Sufficient of the grammar has been covered to enable the pupils to translate the first two chapters of the first book of Cæsar. The answers were very creditable, as the marking, 50 per cent. to 100, with an average of 84, shows.

Bible Geography and History.—The Book of Exodus. This class, composed entirely of boys, twenty-nine in number, showed a grasp of the subject, with but few exceptions. Several received full marks, while the lowest mark was 50 per cent., the average being 90.

Spelling.—In this class of nine girls and eleven boys there were several good spellers with an occasional poor one. The marks given were from 38 per cent. to 100, with an average of 94.

Mr. Roney's Classes.

Arithmetic.—There were present thirteen girls and six boys whose answers were very creditable in addition, subtraction and multiplication, with easy problems. This junior class has some good material for senior work. The marks ranged from 44 per cent. to 100, with an average of 80.

Grammar.—Parts of speech and analysis of simple sentences. This class of seven girls and eleven boys had two divisions according to the work attempted. The marks were from 50 per cent. to 100, averaging 90.

Geography.—Canada; map and book work of the Public School Geography. Three girls and eight boys were in this class and answered the elementary questions very well, receiving as marks from 75 per cent. to 100, with an average of 82.

Physiology.—Digestion, Respiration and the Circulation of the Blood. This junior class of one girl and eight boys obtained 13 per cent. in marks to 100, with an average of 68.

Reading.—This is a large class of twelve girls and thirteen boys, of whom three were beginners. One pupil had learned to read before losing her sight and it seemed more difficult to master the point print than if she had not learned ordinary reading, but another year will no doubt bring satisfactory progress. Two girls read remarkably well and received full marks, the class receiving 25 per cent. to 100, with an average of 52.

Writing.—This is the senior class of six girls and eighteen boys. The samples of writing were excellent, with very few exceptions. The marks ranged from 60 per cent. to 100, averaging 82. Two boys presented such good work that I gave them full marks.

Miss Walsh's Classes.

Arithmetic.—Problems involving fractions, percentage, measurements, etc. In this senior class the answering was good, three of the pupils receiving full marks for the eight questions given by the examiner. Six of the pupils, however, were very weak and not up to senior class standard. There were nine girls and seven boys present, and their grading was from 13 per cent. to 100, averaging 58.

English Grammar.—This is an intermediate class of eight girls and sixteen boys. The work covered the parts of speech, definitions, conjugation of six tenses, analysis and parsing of simple sentences. While three pupils gave no correct answers, the majority of the class showed a good grasp of the subject, several receiving full marks, the average being 75 per cent.

Geography.—Definitions, physical features of Ontario, products of the Provinces. The most of this class have mastered their work and it is exceedingly interesting to observe how accurately and thoroughly these juniors can trace the leading railways, naming the principal towns, and also the lake and river system of Ontario. The class of eighteen girls and eight boys received marks from 25 per cent. to 100, with an average of 89.

Reading.—Point print, books 1, 2 and 3. This class of eleven girls and seven boys is divided into three sections and of the eighteen two have partial sight. The marks ranged from 50 per cent. to 100, with an average of 76. Excellent results are obtained in this class, one girl receiving the maximum.

Writing.—Pencil writing, small letters, capitals, words and sentences. This is an intermediate class of eleven girls and fifteen boys. The marks varied from 20 per cent. to 95, with an average of 51.

Object Lessons.—This class of eighteen girls and eighteen boys during the term studied animals such as the ant, the oyster, the turtle, armadillo; also minerals, gunpowder, starch and other objects. During my examination a very instructive hour was spent in considering the ant and also the process of coining. The pupils, nearly all juniors, showed great interest in their work, and a remarkable grasp of the subjects under consideration.

Bible History.—Limits, the Gospel of St. Mark (first six chapters memorized), miracles and parables from other Gospels. In this class of Roman Catholic children, eight girls and nine boys, are some beginners, with the exception of whom the pupils passed a good examination, the marks for all ranging from 25 per cent. to 100, with an average of 74.

Spelling.—Limits, Rational Spelling Book, second and third years. This class of nine girls and seventeen boys received marks from 34 per cent. to 100, with an average of 87.

Miss Rae's Classes.

Arithmetic.—This is a junior class of nine girls and fourteen boys, their work being multiplication tables to twenty times twenty, tables of weights and measures, problems in four rules, sharing. One boy received full marks, the class averaging 56 per cent., with a range from 20 to 100.

Grammar.—Analysis, complete study of verb and noun. In this senior class nine girls and fourteen boys were present. The answering, generally, was good, the marks ranging from 50 per cent. to 100, with an average of 78.

Geography.—Map geography and products of United States, of Central America and of South America. This intermediate class of five girls and eight

boys, with two or three exceptions, passed a creditable examination, with marks from 17 per cent. to 100, giving an average of 75.

Physiology.—Circulation, etc., nervous system. An intermediate class of four girls and nine boys. Four pupils were very poor, but the rest did very well, several gaining full marks, the class marking being from 0 to 100 per cent., averaging 67.

Writing.—This junior class varied greatly in proficiency. The work was small letters, words and sentences, with pencil. One scholar wrote excellently, gaining 90 per cent., the marks ranging from 5 per cent. to 90, with an average of 46 in a class of ten girls and eight boys.

English History.—Lancastrian, Yorkist, Tudor and part of Stuart period, 1399 to 1660. Some pupils showed a good grasp of the subject while others were very poor. Of twelve girls and fifteen boys the marks were from 13 per cent. to 100, with an average of 70.

Canadian History.—Period 1713 to 1812. The pupils in this subject are the same as those in English History, and, as a rule, the good ones were proficient in both branches of history. In a class of twelve girls and fifteen boys six obtained the maximum of marks, while one girl who received nothing in Canadian History obtained 25 in English History, the class averaging 63.

Bible History.—The Book of Exodus; History of Egypt. This class of twenty-three girls did well and obtained in marks from 34 per cent. to 100, with an average of 73.

Spelling.—Fifth Rational Speller. This class of nine girls and seven boys passed an excellent examination with marks from 67 per cent. to 100, with an average of 96.

English Literature.—Lives of Longfellow and Whittier, with selections from their works; Shakspeare's Richard the Third. This senior class does good work, but better results would be obtained by giving attention to the easier authors, such as Tennyson and Longfellow, and omitting Shakespeare. Very few plays of the last named writer are suited to a mixed class of pupils that cannot read. The difficulties are evident to any person that has tried to teach pupils to whom every line must be dictated and frequently repeated. This class of eight girls and four boys passed a very creditable examination with marks from 50 per cent. to 100 (obtained by one girl), with an average of 75.

Composition.—Descriptive, historical and narrative composition. Essays by nine girls and three boys were submitted for examination. Of these two were excellent and were awarded 90 per cent. It was noticeable that these two pupils were among the highest in English Literature as well as in History. Of the twelve essays six were type-written. The marks were from 55 per cent. to 90, averaging 72.

Miss Lee's Classes.

Arithmetic.—Here we have a class of beginners, consisting of six girls and six boys. Limits, addition from 1 to 13, subtraction, multiplication tables to 5 times 20. The pupils nearly all passed a good examination.

Reading.—Limits, point print letters and small words, First Reader. There were nine girls and seven boys present of various grades. Two pupils were using the cards for learning the letters. One boy who two years ago had to have his hand guided is now one of the best readers in the class. This is the boy to whom

I made favourable reference in my last report. A good example is here presented of the reward of sympathy and patience on the part of the teacher. One girl was proficient enough to receive the maximum mark, the rest receiving from 40 per cent. to 85, the average of the class being 69.

Spelling.—Limits, words of two and three letters, names of familiar objects (classified). This class of ten girls and seven boys did well in the examination.

Bible History and Geography.—The Book of Genesis, Ten Commandments, Lord's Prayer, selected Psalms. The answering in this class of nine girls and nine boys showed faithful work.

Kindergarten.—Eleven girls and nine boys showed great interest in their work, and in fact it was more like play than work. Excellent results have been obtained in picture-sewing, weaving, paper-folding, pasting, raffia-work, making clay models, leather-lacing, etc. It is astonishing to observe how these blind children distinguish shape, size and general effect of combinations. In music these children gave some vocal selections with heartiness and good effect, Miss Lee playing the accompaniments on the piano.

Miss Haycock's Classes.

Bible History.—Principal Biblical characters from the Creation to Elisha, first five chapters of Matthew. In this class of twelve girls there are two beginners who, however, passed fairly well; several obtained full marks, the class ranging from 40 per cent. to 100, with an average of 81.

Spelling.—Rational Speller as far as section 80 of the third year. Fourteen girls and five boys were present. The session's work has evidently been well done as is shown by the marking, from 34 per cent. to 100 with an average of 90.

MISCELLANEOUS.

Physical Culture.—Mr. Roney conducts two classes of girls, twice a week each. Twenty girls performed exercises with dumb bells and proved far more proficient than the class of last year. Mr. Green conducts the training of the boys in two classes, twice a week each. Twenty-seven boys went through a series of evolutions and presented a marked improvement over the boys of 1908.

Basket-making and Cane-seating.—In the former department there are fifteen boys under the direction of Mr. Donkin and in the latter eight. Excellent samples of workmanship were presented. In most of the baskets, instead of cane or willow, board is used for the bottoms, in which holes for the willow are bored by the engineer, Mr. Wilson, who also prepares the brass guides for the "slates" used by the pupils in writing in the Institution.

Hammocks.—Eighteen boys received instruction from Mr. Lambden in netting hammocks and horse-nets, and their well finished articles are the best proof of their proficiency and deserve the highest praise. The new workshop is nearing completion. In it there will be six benches with accommodation for two pupils at each for manual training. There will be room for tuning and repairing ten pianos.

In the following departments I had the assistance of Mrs. Passmore, who inspected the work:

Domestic Science.—Six girls are under the direction of Miss Lee, who gives instruction in general cooking, house-keeping and nutrition. The girls presented a tidy appearance with their white aprons. The kitchen is far too small and totally inadequate for really successful work.

In knitting and crocheting there is a large class of over forty under the care of Miss Haycock, to whom great credit is due for the very satisfactory exhibits of the work accomplished by the pupils. A point worthy of note is that, notwithstanding the great amount of handling in making the goods, the most delicate fabrics are free from spots or stains. Among the articles made may be mentioned a baby-carriage coverlet, opera shawls, fascinators, baby-jackets, gloves and golf-jackets. The pupils are greatly interested in the work, and the fact that an exhibit is being prepared for the Fair at Toronto proves a great incentive for diligence on the part of the pupils. This last remark will also apply to the boys in the workshop under the care of Mr. Lambden and Mr. Donkin.

Sewing and Darning.—Under the direction of Miss Cooper thirty-five girls are taught plain sewing and darning. In making garments everything is done by the pupils except the buttonholes. Miss Cooper teaches the girls economy. As an example of this, it may be stated that a quilt has been made out of odd pieces of material around the place; this quilt will be on exhibition in Toronto. Some samples of darning presented were excellent. This department is certainly most important from the standpoint of what is practical.

Bead-work.—Miss Cronk conducts a class of eighteen girls and thirteen boys most successfully. Among the articles made may be mentioned a brush and comb holder, handkerchief holder, pincushions, work-basket, purse and doll's cradle. Some of these are useful, while others are for ornament, as may be instanced a five-o'clock tea-set. Miss Hepburn also has a class of fourteen girls, whose work is very creditable.

Printing.—The printing plant installed for the use of the Institution has proved of great service and it is to be hoped that an edition of a Canadian authorized Spelling Book will soon be issued in point print. The Speller now in use is objectionable on the ground that it is a foreign work and the spelling of some words in the ordinary type edition differs from that in the point print edition, in which an attempt is made at phonic spelling, but only in some words. It will be time to introduce phonic spelling into an Institution such as the O. I. B. when a satisfactory basis has been attained. Meanwhile, the authorized spelling should prevail, based on a purely Canadian authorized work. Such a point print Speller would be of invaluable assistance to the blind. Miss Roberts, who is in charge of the printing department, is doing well.

Domestic Science.—It would be wise on the part of the Government to provide more extensive accommodation for domestic science referred to in the previous part of this report.

Workshop.—In the workshop for manual training and piano tuning a small extra grant from the Government is recommended to finish all the outer walls with plaster. This is really needed to complete the building.

All of the foregoing is respectfully submitted.

S. F. PASSMORE, M.A.,
Examiner.

Brantford, July 12, 1909.

Report on Musical Instruction.

Hon. R. A. Pyne, M.D., LL.D., *Minister of Education:*

Sir,—I have the honour to present my report on the Musical Instruction given at the Ontario Institution for the Education of the Blind, Brantford.

I am glad to be able to say that the same standard of good work which has prevailed in previous years is maintained, and consequently good progress has been made during the past session. The Institution is affiliated with the Toronto College of Music; eight students passed various examinations at the College this year, and two of them, Louise Deschenes and Thomas Kennedy, won diplomas, the first named the piano diploma, and the second both the piano and vocal diplomas of the College.

The examination, which was held on May 31st and June 1st, was, as in former years, conducted under the heads of piano, organ, singing (solo singing and choral class), and theory of music (including Harmony, Counterpoint and Musical History). Forty-nine pupils were studying the piano, two the organ, four solo singing and seven musical theory.

There are four grades of pupils in piano-playing, and grades I and II are subdivided into classes A, B, and C. In class A of the first grade there are twelve pupils (beginners), of whom two are bright and promising, eight fair and three slow. In class B there are fifteen pupils; five are good, seven fair and three dull. Of the four pupils in class C two are bright, one is fair and the other slow. In grade II there are eleven pupils. The three pupils in class A are doing fairly well. Of the three pupils in class B two are bright and one fair. Of the five pupils in class C one, who passed the first examination of the College of Music with first-class honours, is doing very well. Of the remaining four, one is fair and the others slow.

The pupils in the first two grades are, and have been for several years, under the tuition of Miss Moore and Miss Harrington. I cannot speak too highly of the care and attention these ladies give to their pupils. While the most promising ones are being well looked after with regard to touch, ear-training, etc., those who are not so gifted are by no means neglected, for I find the same thoroughness in the teaching of all of these young students.

The four pupils in grade III. are all doing well and will probably give a good account of themselves in the next year or two. One of these pupils passed the second examination of the Toronto College of Music with first-class honours.

The three pupils in the highest grade are good players; two of them passed the third examination of the College of Music with first-class honours and, as has been already mentioned, have obtained the piano diploma of the College; the other, a youth of sixteen, is possessed of exceptional talent and will undoubtedly make his mark.

Two pupils were examined in organ playing; one of them, the youth above mentioned, exhibited marked ability in the playing of some standard music; the other passed the first organ examination of the College of Music, obtaining first-class honours.

A new organ is much needed to replace the present old and unsatisfactory instrument. Organ-playing has been so marked a feature in the musical department of the O. I. B. that it would be a great pity were the efforts of the organ students discouraged for the want of a new and modern instrument.

There were four pupils examined in solo-singing, two girls and two boys. One of the girls possesses a light soprano voice which she uses very well; the other, a mezzo-soprano, is making satisfactory progress. The two young men, baritones, both sing quite well and have made good progress during the year. One of these latter has obtained the second vocal examination of the Toronto College of Music, with first-class honours, and the other the vocal diploma of the College.

Of the seven pupils who were examined in one or more branches of the Theory of Music, two passed the first year Theory examination of the College of Music, one of them obtaining first-class honours in Written Harmony and Musical History and honours in Piano Harmony, and the other honours in Written Harmony and pass in Musical History and Piano Harmony. The other five wrote papers set for them in Harmony, Counterpoint and Musical History. The marks obtained were from 55 to 80 per cent. in Harmony, from 42 to 88 per cent. in History, and from 40 to 85 per cent. in Counterpoint. These results are very good and bear testimony to the excellent teaching ability of Miss Moore who has charge of the Theory students.

The singing of the Choral Class (34 members), again demonstrated how much the students enjoy this side of their musical work. After some preliminary vocal exercises, several choruses from A. R. Gaul's cantata "Joan of Arc" were given a spirited and intelligent rendering, the soprano and baritone solos in the work being well sung by two of the students.

There are seventeen pupils in Mr. Usher's class for piano tuning; all except three are also studying the piano. No graduates are reported this year. All the pupils are making satisfactory progress.

The musical department of the O. I. B. is apparently well managed under the direction of Mr. W. Norman Andrews. Some features of this department are: a clearly outlined graded course, especially for pupils in the preparatory grade; a method of enabling blind teachers to give instruction to sighted pupils, which was referred to in last year's report; a well ordered music library, and a collection of hymns and tunes in New York point print, printed and bound in the Institution.

I have the honour to be,

Sir,

Your obedient servant,

W. E. Fairclough.

Toronto, August 6th, 1909.

ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30TH SEPTEMBER, 1909.

I.—Attendance.

	Male.	Female.	Total.
Attendance for portion of year ending 30th September, 1872..	20	14	34
" for year ending 30th September, 1873.....	44	24	68
" " " 1874.....	66	46	112
" " " 1875	89	50	139
" " " 1876.....	84	64	148
" " " 1877.....	76	72	148
" " " 1878.....	91	84	175
" " " 1879.....	100	100	200
" " " 1880.....	105	93	198
" " " 1881.....	103	98	201
" " " 1882.....	94	73	167
" " " 1883.....	88	72	160
" " " 1884.....	71	69	140
" " " 1885.....	86	74	160
" " " 1886.....	93	71	164
" " " 1887.....	93	62	155
" " " 1888.....	94	62	156
" " " 1889.....	99	68	167
" " " 1890.....	95	69	164
" " " 1891.....	91	67	158
" " " 1892.....	85	70	155
" " " 1893.....	90	64	154
" " " 1894.....	84	66	150
" " " 1895.....	82	68	150
" " " 1896.....	72	69	141
" " " 1897.....	76	73	149
" " " 1898.....	74	73	147
" " " 1899.....	77	71	148
" " " 1900.....	77	67	144
" " " 1901.....	72	66	138
" " " 1902.....	68	70	138
" " " 1903.....	67	64	131
" " " 1904.....	68	66	134
" " " 1905.....	67	74	141
" " " 1906.....	71	76	147
" " " 1907.....	72	72	144
" " " 1908.....	71	68	139
" " " 1909.....	72	70	142

II.—Age of Pupils.

	No.		No.
Seven years.....	3	Eighteen years.....	9
Eight "	10	Nineteen "	8
Nine "	2	Twenty "	1
Ten "	6	Twenty-one "	6
Eleven "	7	Twenty-two "	4
Twelve "	8	Twenty-three "	3
Thirteen "	15	Twenty-four "	3
Fourteen "	9	Twenty-five "	1
Fifteen "	12	Over twenty-five years	8
Sixteen "	14		
Seventeen "	13	Total	142

III.—Nationality of Parents.

—	No.	—	No.
American	3	Norwegian	..
Canadian	82	Russian	1
English	30	Scotch	11
Irish	8	Unknown	1
Italian	1	Welsh	1
Galician	1		
German	2	Total	142
Hungarian	1		

IV.—Denomination of Parents.

—	No.	—	No.
Christian Science	1	Salvationist	2
Congregational	1	Lutheran	1
Baptist	8	Jewish	1
Disciples	1	Greek Catholic	1
Episcopalian	37	Unknown	2
Methodist	38	United Brethren	1
Presbyterian	22		
Roman Catholic	26	Total	142

V.—Occupation of Parents.

—	No.	—	No.
Agents	2	Manufacturers	2
Bar-tender	1	Machinists	2
Barber	1	Mason	1
Bricklayer	1	Merchants	5
Blacksmiths	2	Military	1
Chief of Police	1	Moulder	1
Carpenters	5	Miner	1
Clerk	1	Painter	1
Caretaker	1	Printer	1
Contractors	2	Plasterers	2
Cooper	1	Physician	1
Cooks	2	Plumber	1
Clergyman	1	Policeman	1
Drover	1	Sailors	2
Electrician	1	Shoemakers	2
Engineers	2	Railway employee	1
Farmers	37	Rancher	1
Firemen	2	Tanner	1
Gardeners	3	Tailors	2
Government officer	1	Travellers	2
Grocer	1	Teamsters	4
Hackman	1	Tinsmiths	3
Hostler	1	Warehouseman	1
Hotel-keeper	1	Unknown	4
Laborers	26		
Lawyer	1	Total	142

VI.—Cities and Counties from which pupils were received during the official year ending 30th September, 1909.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.
District of Algoma	3	1	4	District of Nipissing	2	1	3
City of Belleville	....	....	....	County of Norfolk	1	2	3
County of Brant	1	....	1	" Northumberland	....	....	....
City of Brantford	1	4	5	" Ontario	1	1	2
County of Bruce	1	2	3	City of Ottawa	6	4	10
" Carleton	....	1	1	County of Oxford	1	2	3
" Dufferin	1	....	1	" Peel	....	....	....
" Dundas	....	....	....	" Perth	....	....	....
" Durham	1	....	1	" Peterborough	....	2	2
" Elgin	1	1	2	" Prince Edward	1	....	1
" Essex	3	1	4	" Prescott	1	....	1
" Frontenac	....	1	1	" Renfrew	....	....	....
" Glengarry	1	1	2	" Russell	2	2	4
" Grenville	....	....	....	City of St. Catharines	....	1	1
" Grey	1	1	2	" St. Thomas	....	....	....
City of Guelph	1	1	2	" Stratford	1	1	2
County of Haldimand	....	....	....	County of Simcoe	....	1	1
" Haliburton	....	....	....	" Stormont	....	....	....
" Halton	1	....	1	City of Toronto	10	12	22
City of Hamilton	1	2	3	County of Victoria	2	....	2
County of Hastings	....	....	....	" Waterloo	1	....	1
" Huron	3	4	7	" Welland	2	1	3
City of Kingston	....	....	....	" Wellington	....	....	....
County of Kent	....	....	....	" Wentworth	2	1	3
" Lambton	4	1	5	" York	1	1	2
" Leeds	2	....	2	*Saskatchewan	2	3	5
" Lanark	2	....	2	*Alberta	1	3	4
" Lennox	....	....	....	*Manitoba	2	2	4
" Lincoln	....	....	....	*British Columbia	1	....	1
City of London	2	1	3	District of Parry Sound	....	....	....
County of Middlesex	1	6	7				
District of Muskoka	....	2	2	Total	72	70	142

* On payment.

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 30th September, 1909.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.
District of Algoma	8	4	12	County of Haldimand	4	5	9
City of Belleville	3	1	4	" Halton	7	3	10
County of Brant	9	7	16	City of Hamilton	15	19	34
City of Brantford	16	12	28	County of Hastings	5	5	10
County of Bruce	9	11	20	" Huron	13	13	26
" Carleton	2	2	4	City of Kingston	7	4	11
" Dufferin	2	1	3	County of Kent	10	6	16
" Dundas	3	3	6	" Lambton	19	7	26
" Durham	4	4	8	" Leeds	14	4	18
" Elgin	7	6	13	" Lanark	4	4	8
" Essex	14	20	34	" Lennox	4	1	5
" Frontenac	5	3	8	" Lincoln	3	3	6
" Glengarry	8	1	9	City of London	12	10	22
" Grenville	2	2	4	District of Nipissing	7	4	11
" Grey	10	12	22	County of Middlesex	10	13	23
City of Guelph	4	3	7	District of Muskoka	3	2	5

VII.—Cities and Counties from which pupils were received from the opening of the Institution till 30th September, 1909.—Continued.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.
County of Norfolk	11	9	20	County of Stormont	5	....	5
" Northumberland	5	9	14	City of Toronto	62	49	111
" Ontario	8	10	18	County of Victoria	8	2	10
City of Ottawa	22	5	27	" Waterloo	12	5	17
County of Oxford	7	11	18	" Welland	8	5	13
" Peel	2	1	3	" Wellington	10	8	18
" Perth	5	10	15	" Wentworth	10	10	20
" Peterborough	13	5	18	" York	18	16	34
" Prince Edward	7	2	9	*Province of Quebec	4	1	5
" Prescott	4	....	4	*Saskatchewan	3	5	8
" Renfrew	8	6	14	*United States	1	....	1
" Russell	5	3	8	*British Columbia	2	....	2
City of St. Catharines	2	2	4	*Manitoba	3	2	5
" St. Thomas	3	2	5	District of Parry Sound	1	....	1
" Stratford	3	1	4	*Alberta	2	3	5
County of Simcoe	11	11	22				
					508	392	900

* On payment.

VIII.—Cities and Counties from which pupils were received who were in residence on 30th September, 1909.

County or City.	Male.	Female.	Total.	County or City.	Male.	Female.	Total.
District of Algoma	3	0	3	County of Norfolk	1	1	2
City of Belleville	....	....	....	" Northumberland	....	....	....
County of Brant	1	....	1	" Ontario	1	1	2
City of Brantford	1	2	3	City of Ottawa	6	3	9
County of Bruce	....	2	2	County of Oxford	1	2	3
" Carleton	....	1	1	" Peel	....	....	....
" Dufferin	1	....	1	" Perth	....	....	....
" Dundas	....	....	....	" Peterborough	....	2	2
" Durham	1	....	1	" Prince Edward	1	....	1
" Elgin	1	1	2	" Prescott	1	....	1
" Essex	1	1	2	" Renfrew	....	....	....
" Frontenac	....	....	....	" Russell	2	2	4
" Glengarry	....	1	1	City of St. Catharines	....	1	1
" Grenville	....	....	....	" St. Thomas	....	....	....
" Grey	1	1	2	" Stratford	1	1	2
City of Guelph	....	1	1	County of Simcoe	....	1	1
County of Haldimand	....	....	....	" Stormont	....	....	....
" Haliburton	....	....	....	City of Toronto	9	10	19
" Halton	....	....	....	County of Victoria	2	....	2
City of Hamilton	1	2	3	" Waterloo	1	....	1
County of Hastings	....	....	....	" Welland	2	1	3
" Huron	3	3	6	" Wellington	....	....	....
City of Kingston	....	....	....	" Wentworth	2	....	2
County of Kent	....	....	....	" York	....	1	1
" Lambton	3	1	4	British Columbia	1	....	1
" Leeds	2	....	2	Quebec	....	....	....
" Lanark	2	....	2	Manitoba	2	1	3
" Lennox	....	....	....	District of Parry Sound	....	....	....
" Lincoln	....	....	....	" Rainy River	....	....	....
City of London	1	1	2	Saskatchewan	2	1	3
" Woodstock	....	....	....	Alberta	1	1	2
County of Middlesex	1	4	5	City of Woodstock	....	....	....
District of Muskoka	....	2	2				
" Nipissing	2	....	2	Totals	61	52	113

Ontario Institution for the Education of the Blind, Brantford, Ont., Canada. Maintenance Expenditures for the year ending 30th September, 1909. Compared with preceding year.

Items.	Service.	30th September, 1908. Average attendance, 116. Total expenditure, 1908.	Yearly cost. Average 116.	Weekly cost.	30th September, 1909. Average attendance, 116. Total expenditure, 1909.	Yearly cost.	Weekly cost.
		$ c.	$ c.	c. mls.	$ c.	$ c.	c. mls.
1	Medicines and Medical Comforts.	98 60	85	1.6	105 76	91	.1
2	Butcher's Meat, Fish and Fowls.	1,586 74	13 68	26.2	1,716 57	14 79	28.4
3	Flour, Bread and Biscuits.....	495 06	4 27	8.2	564 67	4 87	9.3
4	Butter and Lard.....	1,664 51	14 35	27.5	1,659 40	14 30	27.5
5	General Groceries.....	1,140 27	9 83	18.	1,216 93	10 49	20.1
6	Fruit and Vegetables.....	215 85	1 86	3.5	171 63	1 48	2.8
7	Bedding, Clothing and Shoes	115 83	99	1.9	180 04	1 55	3.
8	Fuel—Wood, Coal and Gas	4,023 39	34 68	66.7	3,968 66	34 21	65.8
9	Light—Electric and Gas	1,071 63	932	17.7	1,001 45	8 64	16.6
10	Laundry, Soap and Cleaning	272 57	2 36	4.5	337 87	2 91	5.6
11	Furniture and Furnishings	629 02	5 42	10.4	797 92	7 74	15.
12	Farm and Garden — Feed and Fodder.....	588 79	5 07	9.7	871 47	7 51	14.4
13	Repairs and Alterations.....	1,120 63	10 52	20.2	814 72	7 02	13.5
14	Advertising, Printing and Stationery.....	675 75	5 83	11.2	574 98	4 94	9.5
15	Books, Apparatus and Appliances	1,762 55	15 19	29.2	1,026 40	8 84	17.
16	Miscellaneous—Unenumerated...	1,279 85	11 03	21.2	810 79	6 99	13.4
17	Pupils' Sittings at Church.....	200 00	1 72	3.1	200 00	1 72	3.1
18	Rent of Hydrants.....	160 00	1 38	2.6	160 00	1 38	2.6
19	Water Supply.....	326 87	2 82	5.4	393 38	3 39	6.5
20	Salaries and Wages.....	20,688 88	178 16	342.6	21,441 41	184 66	355.2
21	Special, Repair Buildings, etc....	910 35	7 79	14.9	1,109 17	9 45	18.1
		39,027 14	336 44	645.8	39,103 22	337 09	648.3

30th September, 1909. Certified correct. W. N. HOSSIE, Bursar.

APPENDIX H.—REPORT OF THE SUPERINTENDENT OF THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.

Minister of the Government in Charge.

HON. R. A. PYNE, M.D., LL.D., M.P.P.

OFFICERS OF THE INSTITUTION.

C. B. Coughlin, M.D.	Superintendent.
Wm. Cochrane	Bursar.
W. W. Boyce, M.D.	Physician.
Miss E. A. Willoughby	Matron.

TEACHERS.

Manual.	Oral.
D. R. Coleman, M.A. (Head Teacher).	Miss A. Burke.
Wm. Campbell.	H. L. Ingram.
J. C. Balis.	Miss L. Hunter.
G. F. Stewart.	Miss S. McArdle.
Mrs. J. G. Terrill.	Miss M. Evoy.
Mrs. J. C. Balis.	Miss K. Ford.
Miss Templeton.	Miss L. Palen.
Miss Linn.	Miss P. Campbell.
Miss James.	
Miss Bull.	

Articulation	Miss F. Cross.
Domestic Science	Miss K. Vaughan.
Fancy Work	Miss M. Bull.
Manual Training	H. L. Ingram.

Miss A. G. Chisholm	Clerk.
Miss M. Tindale	Trained Nurse and Instructress in Home Nursing.
Miss M. Dempsey	Supervisor of Girls and Instructress in Sewing.
Wm. Nurse	Storekeeper and Assistant Supervisor of Boys.
W. S. Minns	Supervisor of Boys.
J. T. Burns	Printer and Instructor in Printing.
A. Morrice	Shoemaker and Instructor in Shoemaking.
J. Boyd	Baker and Instructor in Baking.
J. Dowrie	Carpenter and Instructor in Carpentering.
H. Lamb	Farmer and Instructor in Farming.
C. J. Peppin	Engineer.

INSTITUTION FOR THE DEAF AND DUMB,
BELLEVILLE, Oct. 31, 1909.

HON. R. A. PYNE, M.D., LL.D., *Minister of Education, Toronto*:

Sir,—I have the honour of presenting herewith the report of the Ontario Institution for the Deaf and Dumb for the year 1908-09.

The session that closed on June 16th last was a very pleasant and satisfactory one. In my last report it was stated that the attendance of the previous session showed a substantial increase over that of any other year, and for last term I have to report a still further increase; and, from causes that I then set forth, we may look for a larger attendance at each recurring session. The result is that our accommodation, previously taxed to the utmost, has now become entirely inadequate to our needs. This increased attendance has necessitated further additions to our staff, and it has been found necessary to put some of the new classes in makeshift rooms that are entirely unsuited for such a purpose. This need for more and better class-room accommodation, already so imperative, will become more urgent with each succeeding term, since the extension of our oral work necessitates smaller classes and therefore more of them. All our classes are too large for the accomplishment of the best results. In four of the forty-six schools for the deaf in the United States, the average in a class is below six, in twenty-two schools the average is from eight to ten, in fourteen it is from ten to twelve, and in only six is it over twelve, the highest being fourteen. In the whole forty-six schools the average is slightly over ten. In the other Canadian schools the average is about nine, the highest in any school being below fourteen. The average in our school is about fifteen, so it will be seen that we stand at the very foot of the list in this regard. In view of this handicap it is obviously impossible, despite the best efforts of our efficient staff, to accomplish as good results as in many of these other schools, and certainly not nearly as good as we might expect were our classes as small as they should be. I respectfully submit that increased accommodation has become absolutely imperative if the Ontario Institution is not to fall below the other institutions for the deaf on the continent in efficiency. The average attendance last term was 256, as compared with 247, 228 and 214 for the three previous sessions respectively.

As stated in my previous report, during the vacation of 1908 a committee of teachers prepared an entirely new curriculum, through which an effort was made to unify, as far as its special character would permit, the course of study here with that of the public schools. It was found impossible last term to follow this new programme in its entirety, since the work of the previous sessions had not laid the necessary foundation. Considerable progress, however, was made in this direction, the consensus of opinion of the staff being that much better work was the result, and during the ensuing term the new curriculum will be closely followed. It was taken up and thoroughly discussed at several sessions of the Teachers' Association, and during the current term it will be carefully revised, when such changes will be made as the two years' experience and experiment will show to be advisable.

Some advance has been made in the extension of the oral work, six classes having been taught last term by that system. I might say that, despite the fact that the classes are considerably larger than they should be, very satisfactory

results have so far been obtained in oral work. This system of instruction has so far been taken up in the junior grades only, and we anticipate still larger results, and in increasing ratio, when some of these classes reach the intermediate and senior departments. This implies no disparagement of the work done in the manual classes, which was very good indeed, showing a marked advance in that of the previous session. The work in the industrial departments, also, has been satisfactory.

The change in the school hours, by which the work of the class-rooms is carried on in one continuous session, from 8.15 to 1 o'clock, leaving the whole afternoon free for industrial work, has proved to be a material improvement on the old system, and has resulted in better work in both the academic and industrial departments.

The following table, taken from the Annals, shows the proportion of pupils taught orally in each school for the deaf in Canada and the United States:

TABLE III.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.—MARCH 10, 1909.

General Summary.	United States.		Canada.	
	No. of Pupils.	Per cent. of Pupils.	No. of Pupils.	Per cent. of Pupils.
TOTAL PUPILS	12,287	100.0	794	100.0
Taught Speech	8,872	72.2	483	60.8
Not taught Speech	3,415	27.8	311	39.2
TAUGHT SPEECH:				
Speech used as means of instruction	8,496	69.1	381	48.0
Speech not used as means of instruction	291	2.4	99	12.5
Not stated (whether used or not)	85	0.7	3	0.3
SPEECH USED AS MEANS OF INSTRUCTION:				
In Schoolroom— S ... Outside— S	2,631	21.4	193	24.3
S ... SS	41	0.4	90	11.4
S ... SSS	3,086	25.1	77	9.7
SS ... SS	238	1.9	4	0.5
SS ... SSS	1,220	9.9	12	1.5
SSS ... SSS	982	8.0	5	0.6
Unclassified ... SSS	298	2.4		

Symbols employed in above table:

S Speech (*no Spelling no Sign-language*).
SS Speech and Spelling (*no Sign-language*).
SSS Speech, Spelling, and Sign-language.

During the summer some important improvements have been made. An automatic electric pump in connection with our sewage plant was installed, which is a great improvement over the old steam pump. Electric power is also being now

supplied to the laundry, resulting in both cases in a greatly improved service at a very material reduction in cost. A saving of about one-third in the cost of electric lighting has been effected by the adoption of the meter system. The whole electric plant, both for lighting and for power, has been attached to a marble switchboard in the boiler-room, where it is directly under the control of the engineer.

A new poultry house, planned on the most approved and up-to-date principles, is in course of erection, and will be completed in the spring.

The returns this year from our farm and garden have been very satisfactory, aggregating about two thousand dollars in value. By a process of careful application of fertilizers and manures, and by a more intensive system of cultivation, we expect the production will be still further increased. In bringing about this result our increased herd of cattle will materially assist. Last year we had seven milch cows, and to this number seven more have been added, our aim being to ourselves provide for the pupils a sufficient supply of absolutely pure milk. As contributing to this end new cement floors will be put in the stables, the animals will be surrounded by the most healthful conditions, and every possible sanitary precaution will be taken in handling the milk. In this way not only will the health of the pupils be still further safeguarded, but it is anticipated that the financial results will be favourable. Last year we were obliged to purchase milk to the value of $1,221.50, and the saving thus effected, together with the value of the extra manure and the natural increase of the herd, should, in a short time, pay for the cost of the herd and its maintenance, and thereafter ensure a considerable balance on the credit side of the account.

Last year I was able to report a considerable per capita decrease in our expenditure, and this year the cost of maintenance is about the same as last. The greatest possible economy, consistent with the best possible service, has been exercised. The quality of the food has been almost uniformly first-class, the teachers' and officers' table and that of the pupils being supplied from the same larder.

The sum of $3,997.00, now in your hands, bequeathed to this Institution by the late Thomas A. Hall, of the Township of Scott, Ontario County, is now available for such purposes as may be deemed advisable in the interests of the Institution, no restrictions having been imposed under the terms of the will. I would humbly suggest that this money be utilized towards the erection of a gymnasium.

During the summer a series of carefully prepared language charts, for use in the industrial departments, were printed and are now in use, and no doubt will be of great assistance to the pupils. These will be supplemented by booklets, giving more detailed information, which will be supplied to the pupils interested. It is not enough that the boys and girls shall be able to make certain articles or perform certain operations; it is essential that they should be thoroughly acquainted with names, quality, prices, etc., of the tools and materials used, and be able to give and receive directions and carry on all necessary conversation with customers and patrons. A full set of these charts will also be placed in the museum, where they will be at the service of the teachers in class-room work, thus securing, what has hitherto been lacking, a proper and systematic correlation of class-room and shop instruction.

During the month of January we had an epidemic of chickenpox, which, although not at all severe, caused for a time considerable interruption to the work of the school. In October our work was again interrupted by outbreaks of scarlet fever and measles. Both were of an extremely mild type, but nevertheless they have interfered, and are still interfering, very much with the regular work of the

school, since a large number of pupils contracted one, and in some cases both, of these diseases. The extra nurses, attendants, medical supplies and sick-room comforts and the renewal of bedding will, for the time being, increase our maintenance account, as no expense was spared in administering in every possible way to the care, comfort and welfare of the afflicted children. It is very pleasing to record our gratification at the patience and confidence shown by the parents of pupils during the trying ordeal, and the letters received from them, almost without exception, expressed their gratitude for the good care their children had received and for the prompt daily reports sent them relative to their condition, and also their assurance that everything possible had been done for their welfare.

The report of the Examiner, Mr. H. J. Clarke, B.A., is appended hereto. Mr. Clarke's examination was a very thorough one, as he devoted two weeks to this work, which was twice as long as examiners have usually spent. In addition to this he visited the Institution on other occasions and utilized every opportunity for familiarizing himself with our work, and his full and comprehensive report will have a corresponding value.

At the close of the present session two members of our staff—Mrs. J. G. Terrill and Mr. D. R. Coleman, M.A.—will have completed forty years of continuous, faithful and efficient service, and the time is now within sight when they might naturally feel that they were entitled to take a well-earned rest, and also to some adequate provision being made to enable them to spend the remaining years in comfort and freedom from pecuniary anxieties. The occasion seems opportune, therefore, for me to respectfully urge upon your earnest consideration the question of adopting some definite superannuation or retiring allowance scheme for our staff. Those named above certainly deserve generous consideration at your hands, since I am informed that when they entered upon the service it was definitely promised that they would be liberally treated in this respect. Other teachers have been members of our staff for periods ranging from fifteen to thirty years, and to these, also, a similar inducement was held out. The original proposal was that the retiring teacher should receive one month's maximum salary for each year of service. This plan was varied from time to time, and the whole question is now in a very indefinite and unsatisfactory state. I hope that the Government will see its way clear to make some provision to which the members of our staff can look forward with assurance when, through lapse of years or failing health, they will have to retire from active service.

In conclusion, I wish to bear glad testimony to the faithful, earnest and conscientious work done by the staff of the Institution during the past session. Every one of the officers, teachers and instructors has put his or her best efforts into the work and done all possible to promote the welfare of the pupils, and the results accomplished have been very satisfactory in nearly every respect, and I feel safe in saying, are distinctly in advance of those of the previous term. All of which is respectfully submitted.

I have the honour to be, sir,

Your faithful servant,

C. B. COUGHLIN,

Superintendent.

PHYSICIAN'S REPORT.

INSTITUTION FOR THE DEAF,
BELLEVILLE, November 1st, 1909.

HON. DR. PYNE, *Minister of Education, Toronto, Ont.*:

SIR,—I am pleased to be able to report favourably on the general health of the School during the past academic year.

Among the large number of children—about 250—who come here annually for the purpose of education, there is a considerable percentage who, besides the physical defects from which they suffer, have a condition of health below par. These children, for a time, require to be under special care and treatment. The attention they receive, the excellent quality of the food provided. constant supervision over everything that pertains to their health, physical training, etc., all tend to develop a vigorous and healthy condition. After a session spent here the children almost invariably return to their homes greatly improved in health.

It must be understood, however, that no case of infectious disease can be received, or, if developed subsequent to admission, is promptly quarantined.

In the month of December last we had a visitation of chickenpox. The patients were promptly quarantined and means taken to prevent its spread. Although we had a good many cases, there was none very sick, and no complications.

Notwithstanding the good health of the School in the aggregate, I have to report several individual cases of severe sickness. Mabel Lamb, who had suffered much with gastro-intestinal trouble before entering school, developed obstruction of the bowels, which, after a short illness, proved fatal.

John Dunn, an attack of appendicitis; very sick, but made a good recovery.

Two cases of pneumonia—Asa Forrester and Harry Buller—both very sick, but recovered, and were soon restored to perfect health.

With the exception of the above, there has been very little sickness of any importance among the children. Where so many are assembled it is to be expected that some disordered health will occur from time to time among them.

Gastro-intestinal troubles are the most frequent, a few cases of middle ear disease, colds, la grippe, throat trouble, etc.; also minor accidents, occurring usually on the playgrounds.

The health of the teaching staff has been fair.

In December Mrs. Terrill was very ill with bronchitis. In March Mr. Coleman and Mrs. Balis sustained quite severe injuries by falling upon the ice. Miss Gowsell, Miss Campbell, Miss Bull and Mr. Stewart were on the sick list for a time during the session.

Among the general staff there has been some sickness, but of no special importance.

Within a month after the opening of the present session scarlatina broke out among the children. In tracing the source of infection, it was found that a number of children had been exposed to the disease before coming here. It was doubtless carried here by infected clothing. Prompt and energetic means were taken to prevent its spread, but, notwithstanding thorough disinfection and fumigation, we have quite an epidemic. There has been no mortality. Measles also prevails.

In such an event as the development of infectious diseases our Institution Hospital becomes indispensable.

I would respectfully suggest the advisability of constructing an inexpensive but airtight building on the Institution grounds, where all trunks, with their contents, as well as personal effects, can be properly and efficiently disinfected at the opening of the School, before placing them in the dormitories.

I have the honour to be, sir,

Your obedient servant,

W. W. Boyce, M.B.

The Hon. R. A. Pyne, M.D., LL.D., *Minister of Education in Ontario, Toronto, Ont.*:

Sir,—In presenting my report as Literary Examiner at the Institution for the Deaf and Dumb, Belleville, I wish to thank you for this mark of your approval in intrusting me with this important work for the second year. I have found the experience gained last year of great value to me, and I trust that the ten days I have spent here have not been without profit to the Institution.

I have this year confined my attention almost entirely to the literary classes proper, and I have tried to get an adequate idea of the work as it is carried on from day to day by spending seven days in visiting from class to class before the literary examination, which you entrusted me to conduct, took place. I feel that the time has been well spent, for I believe I now have a knowledge of the conditions here that I could not get by any other means. The person who has not made a study of this work of education among the deaf can have no proper conception of the difficulties to be met with in an institution such as this, and of the great work that is being accomplished in rescuing those less favoured children from the darkness to which they were otherwise doomed. The teacher's duty with hearing children is difficult enough, but here it is much more difficult, and the results obtained bear abundant evidence to the patience and skill of the faithful teachers who are engaged in this work.

Our children enter school with a large fund of language, but here, for the most part—in fact, almost universally—they enter with absolutely no language except the natural signs, and these, it must be remembered express ideas, not words. Hence, from the nature of things, the early years of this course are occupied largely with the acquisition of language, and it is truly remarkable the progress that is made.

The literary work proper is carried on in seventeen classes, eleven on the manual system and six on the oral system. In all, good, thorough work is being done. There is, in addition to these classes, one teacher engaged in articulation work, with pupils from the manual classes, who receive instruction in this work for short periods. Last year there were two teachers doing this work, but the oral classes are replacing this work. I might also add that, in the manual classes in charge of speaking teachers, the pupils who are able to do so are required to speak frequently. I do not purpose entering upon any comparison of the work done by the classes in the two systems of instruction; but I may say this much,

that the work of the two years in the oral classes in this Institution has been very gratifying; and it must be a source of pleasure to the parents of these children to be greeted at the holidays by the sweetest words in the English language, spoken by their children, who when they left home a few months previous had never spoken. A very large percentage of the pupils who entered at the beginning of the year now closing are in the oral classes.

As I reported a year ago, the course of study is based on that of the public schools, and the success which has attended its introduction is very creditable. The junior and intermediate grades have been able to cover the work pretty fully, while the senior classes, owing to the fact that they had not the advantage of this course in the earlier years, were not able to fully cover the work. They have, however, done well, and the slight changes contemplated in the curriculum, which the committee having the matter in charge contemplate making, will add to its worth. During this year the subject of reading has been introduced, and the effort has been rewarded by good results. Drawing, also, has been introduced in the lower classes, while special attention has been given to this subject in the case of a few in the upper classes. The exhibit of work in the art room is highly creditable, both to the pupils who executed the work and the teacher who trained them. There is evidence here that some of the pupils have ability that might be turned to good account in an industrial way.

In addition to the training received in the literary classes proper, the various trades are made the occasion for instruction in language, and thus every opportunity is taken to extend the powers of communication of the students. The girls are still receiving the training referred to last year in domestic science, sewing and dressmaking, household science, nursing, etc., while the boys have the privilege of learning farming, shoemaking, baking, carpenter work or printing. All these trades are thoroughly practical. As an example, at present the printing office is preparing a set of charts and booklets illustrating the trades and containing the language pertaining to the several trades taught. The office does all the printing required about the Institution, and this will serve as an illustration of the work done in these departments.

I was privileged to see the physical drill by the junior boys; also the Sloyd work by this class, both of which were a credit to the Institution.

I do not consider it wise to particularize in the case of a report such as this, which will be made public, but I wish to say that it has been a very pleasant duty to inspect the work of a staff of teachers so thoroughly in sympathy with their classes and so interested in their work. From the members longest on the staff to the latest addition thereto all take a deep personal interest in their work. Under these conditions we could not expect anything less than good work.

Before concluding my report, which is somewhat longer than I intended it should be, I would call your attention again to the fact that more class-room accommodation is necessary. Some of the rooms being used at present are totally unsuited to the purposes of a school-room.

During the year the position of matron became vacant, and the Department are to be congratulated on having secured the services of a lady of Miss Willoughby's ability to fill this important office.

In conclusion, I wish to thank the officers and staff for the many acts of kindness and thoughtfulness shown me while among them in my official capacity, and especially I would thank the genial and large-hearted Superintendent, who spared no pains to lay before me the fullest information on every point on which

I made enquiry. Every opportunity was afforded me by all concerned to make a thorough inspection, and it is my opinion that efficient work is being done in this Institution. All of which is respectfully submitted.

I have the honour to be, sir,

Your obedient servant,

H. J. Clarke,

Literary Examiner.

Belleville, June 12, 1909.

NUMBER OF PUPILS IN ATTENDANCE EACH OFFICIAL YEAR SINCE THE OPENING OF THE INSTITUTION.

	Male.	Female.	Total.
From October 27th, 1870, to September 30th, 1871	64	36	100
" " 1st, 1871, " 1872	97	52	149
" " 1872, " 1873	130	63	193
" " 1873, " 1874	145	76	221
" " 1874, " 1875	155	83	238
" " 1875, " 1876	160	96	256
" " 1876, " 1877	167	104	271
" " 1877, " 1878	166	111	277
" " 1878, " 1879	164	105	269
" " 1879, " 1880	162	119	281
" " 1880, " 1881	164	132	296
" " 1881, " 1882	165	138	303
" " 1882, " 1883	158	135	293
" " 1883, " 1884	156	130	286
" " 1884, " 1885	168	116	284
" " 1885, " 1886	161	112	273
" " 1886, " 1887	151	113	254
" " 1887, " 1888	156	109	265
" " 1888, " 1889	153	121	274
" " 1889, " 1890	159	132	291
" " 1890, " 1891	166	130	296
" " 1891, " 1892	158	137	285
" " 1892, " 1893	162	136	298
" " 1893, " 1894	158	137	295
" " 1894, " 1895	160	135	295
" " 1895, " 1896	173	137	310
" " 1896, " 1897	164	128	292
" " 1897, " 1898	167	138	305
" " 1898, " 1899	161	132	294
" " 1899, " 1900	152	130	282
" " 1900, " 1901	157	143	300
" " 1901, " 1902	147	141	288
" " 1902, " 1903	140	143	283
" " 1903, " 1904	137	134	271
" " 1904, " 1905	130	138	268
" " 1905, " 1906	116	143	258
" " 1906, " 1907	126	145	271
" " 1907, " 1908	133	143	276
" " 1908, to October 31st, 1909	130	151	281

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB FOR THE YEAR ENDING OCTOBER 31ST, 1909.

Counties.	P.O. Address.
Algoma:	
Barker, Belle	Sault Ste. Marie.
Dalgleish, Annie	Sault Ste. Marie.
Lauzon, Manesipe	Blezard Valley.
Brant:	
Lloyd, Ruth	Brantford.
Lloyd, Howard	Brantford.
Stegmeir, May	Brantford.
Bruce:	
Atkinson, Gladys	Paisley.
Brown, Annie	Chesley.
Brown, John Ed.	Chesley.
Green, Jas.	Chesley.
Lorentz, Mary	Walkerton.
Weiler, Diana	Mildmay.
McKee, Carl	Pinkerton.
Carleton:	
Brigham, Molly	Ottawa.
Brigham, Rosa	Ottawa.
Brigham, Tom	Ottawa.
Delinelle, Victor	Ottawa.
Dallaire, Romeo	Ottawa.
Evoy, Jas.	Carp.
Gauvreau, T.	Ottawa.
Greene, Thos.	Diamond.
Huband, Gerald	Ottawa.
Pallesteur, Louis	Ottawa.
Savard, Paul	Cummings' Bridge.
Durham:	
Brooks, Effa	Solina.
McMillan, Jos.	Newcastle.
Sheckleton, Alfred	Burton.
Dufferin:	
Grainger, Martha	Honeywood.
Dundas:	
Ford, Clarice	Mountain.
Hoy, Gertie	Mountain.
Elgin:	
Carpenter, Lena	Rodney.
Caves, Jessie	Christina.
Gwalter, Harry	St. Thomas.
Hammond, Catherine	St. Thomas.
Paul, George Edward	St. Thomas.
Shepley, May	Clachan.
Jagoe, Alberta	St. Thomas.
Essex:	
Bain, Josephine	Windsor.
Bain, Olive	Windsor.
Berthiaume, Dorina	Tecumseh.
Berthiaume, Lionel	Tecumseh.
Greer, Jas.	Comber.
Essex—Continued.	
Kerr, Avis	Elmstead.
Lucier, Tom	McGregor.
Meloche, Edmund	Windsor.
Penprase, Alfred	Elmstead.
Petrimoulx, Geo.	Sandwich.
Walker, Achille	Sandwich.
Swader, Earl	Windsor.
Watkins, Hazel	Windsor.
Langlois, Louis	Windsor.
Frontenac:	
Barnett, Winnie	Sydenham.
Walker, Lily	Kingston.
Grey:	
Brown, Thos. H.	Markdale.
Brown, Alma	Markdale.
Wilson, Janet	Harkaway.
Wilson, Elsie	Harkaway.
Kindree, Earl	Owen Sound.
Gerolamy, Mary	Chatsworth.
Cosgriff, John	Kingscote.
Glengarry:	
Gordon, Annie	Bridge End.
Grenville:	
Swayne, Robt.	Oxford Mills.
Hastings:	
Allore, Frances	Bogart.
Freeman, Gertie	Deseronto.
Baker, Gerald	Belleville.
Dunn, John	Tweed.
Doughty, Mary	Eldorado.
Hough, Ethel	Halloway.
Herman, Pearl	Stirling.
Johnston, Mary	Belleville.
Ketcheson, Flo.	Sidney Crossing.
Nelson, Ethel	Belleville.
Edwards, Mary	Boulter.
Hawes, Rosa	Deseronto.
Peacock, John	Rowland.
Courneya, Addie	Bogart.
Smith, Percy	Point Ann.
Young, Fred.	Madoc.
McAdam, Wesley	Marlbank.
Ward, Albert	Stirling.
Narrie, John	Marmora.
Huron:	
Colclough, Lorne	Holmesville.
Colclough, Hattie	Holmesville.
Cole, Jean	Clinton.
Simmons, Luella	Gorrie.
Balkwill, Clara	Exeter.
Doubledee, Lena	Wroxeter.
Montgomery, Elsie	Wroxeter.
Marshall, John	Hensall.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.—Continued.

Counties.	P.O. Address.
Huron – Continued.	
Marshall, Russel	Hensall.
Sours, Gladys	Clinton.
Steep, Phoebe	Goderich.
Thompson, Arthur	Dungannon.
Wiggins, Parkie	Dungannon.
Halton:	
Hartley, Clara	Milton.
Haldimand:	
Forrester, Harry	Dunnville.
Forrester, Asa	Dunnville.
Sherk, Clara	South Cayuga.
Fralick, Fred.	Attercliffe.
Kent:	
Antaya, Jas.	Williams.
Atkinson, Dora	Stevenson.
Buller, Harry	Ridgetown.
Beckett, Sam	Chatham.
Adkin, Jas.	Bothwell.
Chevalier, Wm.	Tilbury.
Gibson, Maggie	Dresden.
Gibson, Winnifred	Dresden.
Meredith, Stella	Kent Bridge.
Neville, Mayme	Dresden.
Parker, Beatrice	Dresden.
Toll, Nova	Ridgetown.
Lambton:	
Brown, Flo.	Petrolia.
Breault, Gertie	Sarnia.
Jennings, Frank	Forest.
Johnson, Sara	Thedford.
Mackie, John	Edy's Mills.
Leckie, Alice	Sarnia.
Leckie, Elsie	Sarnia.
Squire, Edith	Wanstead.
Wark, Jean	Wyoming.
Watson, Vern	Watford.
Chenney, Roy	Petrolia.
Lanark:	
Blake, Fred.	Almonte.
Hughes, Ernest	Carleton Place.
Jacklin, Myrtle	Rideau Ferry.
Leggett, Gordon	Perth.
Lincoln:	
Disle, Curtis	St. Catharines.
Heaslip, Myrtle	Wellandport.
Swick, Amos	Beamsville.
Lennox and Addington:	
Hartwick, Archie	Napanee.
Smith, Earl	Napanee.
Middlesex:	
Courscey, Viola	Lucan.
Fishbien, Sophie	London.
Fishbein, Eddie	London.
Henderson, Gilbert	London.

Counties.	P.O. Address.
Middlesex—Continued.	
Garside Albert	London.
Hodgins, Mary	London.
Hodgins, Sadie	London.
Steele, Annie	London.
Laugheed, Eva	London.
Windrim, Rita	London.
Humphrey, Hazel	London.
Ryan, Chas.	Lucan.
Garrett, Gladys	Granton.
Muskoka District:	
Dierks, Caroline	Kilworthy.
Legault, Clarida	Callander.
Norfolk:	
Cole, Rose	Bookton.
Earl, Chas.	Blayney.
Franklin, Sara	Clear Creek.
Northumberland:	
Ball, Lisgar	Baltimore.
Ball, Glenn	Baltimore.
Parker, Clinton	Baltimore.
Parker Clifford	Baltimore.
Lott, Reta	Campbellford.
Pollock, Bessie	Campbellford.
Nipissing District:	
Dorschner, Chas.	Mattawa.
Gauthier, Alfred	Cobalt.
Whalen, Loretto	New Liskeard.
Slotnik, Louis	Englehart.
Ontario:	
Quigley, W.	Oshawa.
Oxford:	
McFarlane, Mona	Eastwood.
Abrey Irene	Drumbo.
Isles, Hazel	Ingersoll.
McMurray M.	Pasadena.
Peel:	
Curry, Duncan	Burnhamthorpe.
McLeish, Marjorie	Star.
McVean, Katie	Woodhill.
McVean, Alex.	Woodhill.
Parry Sound District:	
LaFleur, Honore	Cosby.
Veitch, Eliz	Spence.
Prescott and Russell:	
Hughes, Myrtle	Treadwell.
Hughes, Iva	Treadwell.
McLaren, Geo.	Springhill.
McLaren, John	Springhill.
McDougall, Elsie	Grant.
McDougall, Peter	Grant.
Pregent, Leopold	Curran.

LIST OF PUPILS IN THE ONTARIO INSTITUTION FOR THE DEAF AND DUMB.—Continued.

Counties.	P.O. Address.
Peterboro':	
Harper, Marion	Peterboro'.
Harper, Madeline	Peterboro'.
Charliebois, Walter	Peterboro'.
Eastman, Alma	Peterboro'.
O'Brien, Gerald	Peterboro'.
Lawson, Lila	Peterboro'.
Lawson, Gladys	Peterboro'.
McMillan, Nellie	Havelock.
Trethewey, Roy	Gooderham.
Milligan, Aggie	Blairton.
Kennaley, Winnie	Peterboro'.
Renfrew:	
Derochie, Caroline	Arnprior.
Derochie, Clara	Arnprior.
Derochie, Wallard	Arnprior.
Whyte, Eleanor	Arnprior.
Whyte, Belle	Arnprior.
Smith, Ed. Scott	Lanark.
Dallaire, Ambrose	Perrault.
Hunter, Geo.	Matawatchan.
Simcoe:	
Boyle, Mary	Midland.
Chevrette, David	Lafontaine.
Hall, Ewart	Midland.
Hamilton, Alma	Everett.
Hamilton, Enie	Everett.
Paddison, Thos.	Emsdale.
St. Amant, Herman	Penetang.
Watson, Edna	Orillia.
Gallinger, Edith	Lisle.
Jaynes, Wilfred	Fesserton.
Jaynes, Perry	Fesserton.
Stormont:	
Lalonde, Emma	Cornwall.
Loper, Cyril	Morrisburg.
Morton, Floyd	Newington.
Thunder Bay District:	
Munroe, Ada	Slate River Valley.
Burke, Elsie	Port Arthur.
Hall, Robt.	Fort William.
Victoria:	
Fountain, Herbert	Coboconk.
Fountain, Farley	Coboconk.
Jewell, Ena	Manilla.
Whitworth, Flo	Lindsay.
Western, Flo.	Little Britain.
Coulter, Caliph	Kirkfield.
Waterloo:	
Golds, Margaret	New Hamburg.
Golds, Chas.	New Hamburg.
Martin, Absalom	Waterloo.
Underwood, Jonathan	Bridgeport.
Gabel, Constance	Berlin.
Denham, Willie	Preston.

Counties.	P.O. Address.
Wellington:	
Marshall, Jessie	Arthur.
McQueen, Mary	Arthur.
Carter, Lizzie	Guelph.
McLaughlan, Wm.	Mount Forest.
Welland:	
Caswell, Sylvia	Niagara Falls.
Farr, Jas.	Marshville.
Wentworth:	
Maas, Anna	Hamilton.
Salmon, Albert	Hamilton.
Etherington, Mabel	Hamilton.
Furber, Roy	Hamilton.
Gleadow, Norman	Hamilton.
Pipher, Celia	Hamilton.
Tait, Harold	Hamilton.
Batstone, Jesse	Hamilton.
Webster, Elsie	Aldershot.
Webster, Elizabeth	Aldershot.
York:	
Brown, Walter	Toronto.
Barclay, Helen	Toronto.
Baskerville, Silas	Toronto.
Bowman, Ellis	Toronto.
Brown, Fred	Toronto.
Brown, Lily	Toronto.
Buchan, Drucilla	Toronto.
Buchan, John	Toronto.
Burley, Wm.	Toronto.
Best, Olive	Toronto.
Curtis, Lillian	Todmorden.
Chestnut, Arlie	Toronto.
Eaton, Arthur	Toronto.
Fleet, Ellen	Toronto.
Hazlitt, Dorothy	Toronto.
Hazlitt, Evelyn	Toronto.
Holbrook, Louisa	Toronto.
Johnson, Wm.	Swansea.
Kennedy, Muriel	Toronto.
Marks, Jennie	Toronto.
Mason, Myrtle	Toronto.
Moore, Dorothy	Toronto.
Mosher, Archie	Highland Creek.
McCallum, Roy	Strange.
Noble, Edgar	Toronto.
Payne, Eddie	Toronto.
Peacock, Ada	Toronto.
Powell, Marion	Toronto.
Stevens, Grace	Toronto.
Smith, Mabel	Toronto.
Watson, Muriel	Toronto.
Wilson, Chas.	Toronto.
Walker, Arthur	Toronto.
Ellis, W. E.	Toronto.
Patillo, Lenore	Toronto.
Angelchick, Lena	Toronto.
Dolby, Martha	Toronto.
McCann, Grace	Toronto.
Patton, Annie	Toronto.
Peirce, rank	Toronto.

INSTITUTE FOR DEAF AND DUMB.

Ten months ending October 31st, 1909.—Cost per Pupil.

Heading of Expenditure.	Total expense year ending Sept. 30, 1908.	Yearly cost per pupil Sept. 30, 1908.	Weekly cost per pupil Sept. 30, 1908.	Total expenditure 10 months Jan. to Oct., 1909.	Cost per pupil Jan. to Oct., 1909.	Weekly cost per pupil Jan. to Oct., 1909 (43 weeks).	Remarks.
Medical Department	$ 252 29	$ 1 02	$0 02	$ 182 53	$ 0 71	$0 02	While the cost of the 10 months per pupil is $175.79, to put this on the comparative basis of a year, the annual cost per pupil for this term would be $210.95. W. COCHRANE, Bursar.
Butcher's meat	3,653 61	14 79	28	2,902 75	11 34	27	
Flour, etc	1,385 65	5 61	11	996 44	3 89	09	
Butter and milk	3,417 45	13 84	27	2,794 13	10 91	25	
General groceries	2,346 38	9 50	18	2,009 68	7 85	18	
Fruit and vegetables	931 09	3 77	07	530 19	2 07	05	
Bedding and clothing	442 03	1 79	03	338 03	1 32	03	
Fuel	6,958 77	28 18	54	6,693 89	26 15	61	
Light	1,024 08	4 15	08	574 58	2 25	05	
Laundry, etc	712 55	2 88	06	591 87	2 32	05	
Books, apparatus	448 79	1 82	04	486 85	1 90	04	
Printing	657 72	2 66	05	562 64	2 20	05	
Furniture	341 63	1 38	03	446 66	1 74	04	
Farm	890 02	3 60	07	696 34	2 72	06	
Repairs	476 33	1 93	04	651 60	2 54	06	
Sewage	14 00	06	.....	38 25	15	.....	
Water	900 00	3 64	07	750 00	2 93	07	
Miscellaneous	692 77	2 80	05	650 16	2 55	06	
Salaries and wages	26,267 45	106 35	2 05	23,105 63	90 25	2 10	
	51,812 61	209 77	4 04	45,002 22	175 79	4 98	

Average No. of pupils, 1908-09, 247. 10 months, 1909, 256.
Annual cost per pupil, 1908-09, $209.77. 10 months, 1909, $175.79, or $210.95 on annual basis.
Weekly " " 1908-09, 4.04. " 1909, 4.08. W. C.

APPENDIX I.—PROCEEDINGS FOR THE YEAR 1909.

I. REGULATIONS AND CIRCULARS.

DEPARTMENTAL TEXT-BOOK REGULATIONS.

Text Books Authorized for Use in Public, High, and Continuation Schools and Collegiate Institutes.

(Circular No. 14.)

1. The text-books named in Schedule A below shall be the authorized text-books for Public Schools, and those in Schedule B, for the Lower and Middle Schools of High and Continuation Schools and Collegiate Institutes, as follows: in both schedules, the text-books newly authorized in 1908 and 1909 are authorized for use in any school and the limit of their authorization is specified in italics within brackets after each name; and the authorization of the other text-books, which were authorized before 1908, is now limited to the midsummer vacation of 1910 and to the schools in which they were in use before July, 1909, and to the editions then authorized.

2.—(1) Books authorized for use in Public Schools are authorized for use by pupils taking the corresponding subjects in the Lower School of High and Continuation Schools and Collegiate Institutes.

(2) Books authorized for use in the Lower School of High and Continuation Schools and Collegiate Institutes are authorized for use by pupils taking the corresponding subjects in the Fifth Form of Public Schools.

3. For the High School Upper School, for Technical Courses, and, until the midsummer vacation of 1910, for more advanced work than the First Year Course in the Commercial Departments of High and Continuation Schools and Collegiate Institutes, any books may be used, which have been recommended by the Principal and approved by resolution of the Board of School Trustees.

4.—(1) The editions of text-books in Schedule D below, which were used in any school before the first of July, 1909, and the continued use of which is recommended by resolution of the Board of School Trustees on or before the reopening of the Schools in August or September, as the case may be, shall be deemed authorized for such school at the maximum prices indicated, until their authorization is cancelled by the Minister of Education.

(2) Unless prevented by the resolution of the Board of School Trustees, the Principal shall introduce next August or September, as the case may be, the text-books newly authorized in 1908 and 1909.

Note. Regulation 4 (1) above provides for the continued use of the text-books enumerated in Schedule D, in *all* or in *any* of the classes of a School.

Principals who desire to retain any of the aforesaid text-books for the sake of classes that already possess them, are hereby warned that they must secure the resolution of the Board of School Trustees on or before the date specified in 4 (1) above, to enable them to do so.

5. The Principal shall submit to the Inspector at his official visit a copy of the resolutions provided for in 3 and 4 (1) above, duly dated and certified by the Secretary of the Board.

6. For Religious Instruction, the Sacred Scriptures, or the Selected Scripture Readings of the International Bible Reading Association, or the Scripture Readings

adopted by the Department of Education shall be used as prescribed by the Regulations of the Department of Education and as may be determined by the Board of School Trustees.

NOTE.—The complete list of new text-books will be ready by August, 1910.

Schedule A.

Public Schools.

The Public School Phonic Reader, Part 1 (Authorization terminates November 1st, 1909).	$0.10
Public School Arithmetic	.25
Public School Algebra and Euclid	.25
Public School Geography, *or* Morang's Modern Geography	.75
Our Home and its Surroundings (for Junior Classes)	.40
Rose's Public School Geography	.75
Public School Grammar	.25
Morang's Modern English Grammar	.25
Public School History of England and Canada	.30
History of Dominion of Canada (Fifth Form)	.50
Duncan's History of the Canadian People	.50
Weaver's Canadian History	.50
Public School Physiology and Temperance	.25
Ontario Public School Speller. (*Authorized until the midsummer vacation of* 1916)	.15
Ontario Copy Books, Five Numbers. (*Authorized until the midsummer vacation of* 1915) each	.02
Ontario Writing Course. (*Authorized until the midsummer vacation of* 1915)	.05
Ontario Blank Copy Books. (*Authorized until the midsummer vacation of* 1915)	.02
Ontario Blank Drawing Books. (See Note 3.)	
Ontario Blank Drawing Pads. (See Note 3.)	

Ontario Readers.—*New Series.* (*Authorized until the midsummer vacation of* 1919.)

Primer	$0.04
First Book	.06
Second Book	.09
Third Book	.14
Fourth Book	.16

English-French Readers:

First Reader, Part I	.10
First Reader, Part II	.15
Second Reader	.25
Third Reader	.35

English-German Readers:

Ahn's First German Book	$0.25
Ahn's Second German Book	.45
Ahn's Third German Book	.45
Ahn's Fourth German Book	.50
Ahn's First German Reader	.50

NOTE 1.—The Ontario Writing Course contains headlines and is a pupil's manual of exercises for securing freedom and control of movement, as well as accuracy of form. It is designed to be used in connection with the Ontario Blank Copy Books, which have no head lines. The manual may be purchased by the pupils or, better, purchased for their use by Boards of School Trustees as part of the school equipment.

NOTE 2.—No text books are prescribed for pupils in Agriculture and Household Science. These subjects shall be taken up under the teacher, and suitable reference books provided in the library by the Board of School Trustees.

NOTE 3.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study. After Jan. 1st, 1910, blank drawing books and pads, from which sheets may be detached, will be authorized, and shall be used by the pupils.

Schedule B.

High and Continuation Schools and Collegiate Institutes.

English:

High School Reader	$0.50
The Principles and Practice of Oral Reading	.50
High School English Grammar	.75
High School English Composition	.50
Elementary English Composition (Sykes)	.40
High School Composition from Models	.75

History and Geography:

Ontario High School Physical Geography. (*Authorized until the midsummer vacation of* 1916)	.60
Morang's Modern Geography	.75
High School History of England and Canada	.65
Wrong's The British Nation	1.00
History of the Dominion of Canada (Clement)	.50
Ontario High School Ancient History. (*Authorized until the midsummer vacation of* 1916)	.75

Mathematics:

Ontario High School Arithmetic.—*New Edition.* (*Authorized until the midsummer vacation of* 1916)	.40
Hall and Knight's Junior Algebra. (*Authorized until the midsummer vacation of* 1915)	.50
Elementary Plane Geometry (Baker)	.50
Geometry for Schools, Theoretical (Baker)	.75

Classics:

Robertson and Carruthers' Latin Lessons for Beginners. (*Authorized until the midsummer vacation of* 1915)	.60
White's First Greek Book. (*Authorized until further notice*)	1.25

Moderns:

High School French Grammar and Reader	$1.00
High School German Grammar.—*New Edition.* (*Authorized until the midsummer vacation of* 1916)	.70

Science:

High School Physical Science, Part I	$0.50
High School Physical Science, Part II	.75
Ontario High School Chemistry	.40
Ontario High School Laboratory Manual in Chemistry. (*Both the Chemistry and Laboratory Manual are authorized until the midsummer vacation of* 1916)	.20
High School Botany, Part II	.60

Book-keeping:

Ontario School Book-keeping. (*Authorized until the midsummer vacation of* 1916)	.30

NOTE 1.—After the midsummer vacation of 1910, no text book will be authorized in Elementary Plane Geometry. The work will be taken up under the teacher in accordance with the Course of Study, with reference books in the School Library.

NOTE 2.—The Boards of Trustees shall provide in the School Library a supply of the Laboratory Manual in Chemistry sufficient for class use by the pupils, who shall not be required to buy it.

NOTE 3.—After the midsummer vacation of 1910 the High School Botany, Part II, will no longer be authorized as a text book for pupils. Boards of Trustees shall pro- the Laboratory Manual in Chemistry sufficient for class use by the pupils, who shall not be required to buy them.

NOTE 4.—No text books are authorized for pupils in Agriculture and Household Science. These subjects shall be taken up under the teacher, in accordance with the Course of Study, with suitable reference books provided by the Boards of Trustees in the School Library.

NOTE 5.—Drawing Books are no longer authorized. The subject shall be taken up by the teacher in accordance with the Course of Study. After January 1st, 1910, blank drawing books and pads, from which sheets may be detached, will be authorized, and shall be used by the pupils.

Schedule C.

Special Prices of Books now Authorized.

The publishers shall sell *direct,* in any quantity, to any purchaser for use in Ontario the following, at 20% less than the maximum prices of Schedules A and B, the prices being net, and for single copies being as follows:

1. Public Schools. (See Schedule A.)

Ontario Readers.—*New Series.*	Primer	$0.04
	First Book	.05
	Second Book	.08
	Third Book	.12
	Fourth Book	.13
Ontario School Speller		.12
Ontario Copy Books, five numbers, each		.02

The publishers shall sell *direct,* in any quantity, to any purchaser in Ontario the following, at 25% less than the maximum prices of Schedule A, the prices being net, and for single copies being as follows:

Ontario Writing Course	$0.04
Ontario Blank Copy Books	.02

II. High and Continuation Schools and Collegiate Institutes.

(See Schedule B.)

Ontario High School Physical Geography	$0.48
Ontario High School Ancient History	.60
Ontario High School Arithmetic.—*New Edition*	.32
Ontario School Book-keeping	.24
Ontario High School Chemistry	.32
Ontario High School Laboratory Manual in Chemistry	.16
Hall and Knight's Junior Algebra	.40
Robertson and Carruthers' Latin Lessons	.48
High School German Grammar.—*New Edition*	.56

Schedule D.

Text Books No Longer Authorized.

The following text books, which were on the authorized list for 1908, are no longer authorized, except as provided by Regulation 4 (1) above:

I. Public Schools.

A Modern Phonic Primer, Part I	$0.10
A Modern Phonic Primer, Part II	.15
The Public School Phonic Primer, Part II	.15
Public School Drawing Course, each number	.05
Public School Copy Books, each number	.07
Public School Writing Course	.07
Practical Speller	.25
Public School Book-keeping	.25
Public School Agriculture	.30
Public School Domestic Science	.50

The Public Phonic Reader, Part I, 10c., the authorization of which terminates Nov. 1st, 1909, may also be continued as provided by Regulation 4 (1) above.

II. High Schools.

History and Geography:

High School Geography, Chase	$1.00
Myers' Ancient History, Greece and Rome, Canadian Edition	.75
Botsford's Ancient History for Beginners	1.00

Mathematics:

High School Arithmetic.—*Old Edition*	$0.60
Arithmetic for High Schools, DeLury	.60
High School Algebra	.75
Elements of Algebra (McLellan)	.75
High School Euclid, by J. S. McKay *or* by A. C. McKay and R. A. Thompson (Books I, II, III, 50 cents)	.75

Classics:

First Latin Book and Reader	$1.00
Primary Latin Book and Reader	1.00
Hagarty's Latin Grammar	1.00
High School Beginner's Greek Book	1.50

Moderns:

High School German Grammar and Reader.—*Old Edition*	$1.00

Science:

High School Chemistry	$0.50

Book-keeping and Drawing:

High School Book-keeping	$0.60
Commercial Course in Practical Book-keeping (Dickenson & Young)	.40
High School Drawing Course—each number	.10

Repeal of Regulations.

Regulation 105 (2) and (3) of 1904 is hereby repealed.

July, 1909.

INSTRUCTIONS TO INSPECTORS, REVISED 1909.

(Instructions No. 12.)

Distribution of the Legislative Grant. Rural Public and Separate Schools in the Organized Counties of Ontario.

Provisions for the Distribution of the Legislative Grant.

The following is the scheme of distributing the Legislative Grant to the Rural Public and Separate Schools in the organized counties:

It shall be the duty of the Minister of Education and he shall have power:

(*g*) Subject to the Regulations, to apportion all sums of money appropriated as a general grant for the Rural Public and Separate Schools amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodation, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments;

(*h*) To pay, on or before the first day of August, in each year, the grant so apportioned to the Rural Public and Separate Schools in counties, to the treasurer of the county, and through him (except when he acts as sub-treasurer also) to the township treasurers for payment by them

to the boards of Rural Public and Separate School Trustees upon the warrants of the inspectors of Public and Separate Schools;

(*j*) Subject to the Regulations, to apportion to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining, and other settlements all sums of money appropriated for assisted schools;

General Instructions.

The information herein contained is now communicated to the Public and Separate School Inspectors in order that they may have sufficient time to procure from School Boards and County and Township Clerks the data necessary to fill in the official returns on which the distribution will be made by the Department of Education and the forms for which will be sent to each Inspector. All such data as above shall be certified by the official concerned. The Inspector shall see that they are properly made out and shall retain them for at least one year as the authority for his official report. The Public Schools Act provides that the Legislative grants shall be payable by the Minister of Education on or before the 31st day of August. It will, accordingly, be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so that he may make his report to the Department of Education *not later than June 22nd.*

Assessments and Sections.

(1) The average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township, the total assessed value of the township as fixed by the last made county equalization.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township in which the school building is situated, and the assessed value of the portion of the other township or townships completing said union section shall be added to the dividend (see Public Schools Act of 1909, section 79).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

Scheme of Distribution.

The total yearly apportionment to each school, *not including Continuation Schools,** shall be the sum of the grants to which it is entitled under the following regulations:

I. Fixed Grants.

Where the average section assessment of the township, as defined above, is less than $30,000.00, each school shall receive a fixed grant of $30.00; where it is at

* *Note.*—The name "Continuation School" (the former Continuation Class, Grade A) is applied, not to the whole public school, but to the particular division or divisions thereof in which Continuation School Work is taught.

least $30,000.00 and less than $40,000.00, the fixed grant shall be $25.00; and where it is at least $40,000.00 and less than $50,000.00, it shall be $20.00. Where it is $50,000.00 or more there shall be no fixed grant.

II. Grants on Salaries.

(1) Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of $600.00 salary in the case of each teacher, the computation beginning as follows:

(*a*) At $150.00 for a principal teacher and at $100.00 for each assistant teacher where the average section assessment, as defined above, of the township where the school is situated is less than $30,000.00;

(*b*) At $200.00 for a principal and at $150.00 for each assistant where said assessment is at least $30,000.00 and less than $40,000.00;

(*c*) At $250.00 for a principal and at $150.00 for each assistant where said assessment is at least $40,000.00 and less than $60,000.00;

(*d*) At $300.00 for a principal and at $200.00 for each assistant in the case of all other assessments.

(2) Where the teacher performs all the duties of caretaker the Inspector shall deduct from the amount paid him for his services as teacher and caretaker a sum not exceeding $25 in any one case, and where he performs part of the duties a proportionate amount of $25.00.

III. Grants on the Teachers' Qualification.

The following grants shall be paid on the basis of the grade of the teacher's professional certificate and the length of his successful experience, *the competency of each such teacher being duly attested by the County or Provincial Inspector, as the case may be, of the school for which such grant is claimed.* This grant shall be one-half the amount if the teacher of the school holds such certificate for less than a year but for at least one term:

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July the first next,

(*a*) For a First Class Certificate.....$40.00
(*b*) For a Second Class Certificate..... 30.00

(2) If said experience shall have been less than five years on the same date,

(*a*) For a First Class Certificate.....$30.00
(*b*) For a Second Class Certificate..... 20.00

(3) If the teacher holds a Provincial Permanent Third Class, or a Provincial Permanent ungraded Certificate..... 10.00

IV. Grants on Equipment and Accommodations.

By section 90 (1) of the Public Schools Act of 1909 each County Council must raise the equivalent of the Legislative grant to the County for equipment and the accommodations.

(1) The Legislative grant on the equipment and the accommodations is distributed by the Minister as follows:

The total amount apportioned is divided by the total number of teachers in the Rural Public and Separate Schools, not including the teachers of Continuation Schools; and the quotient thus obtained, multiplied by the number of teachers in each inspectorate, gives the Legislative grant payable for the inspectorate.

For this computation each Principal is reckoned as a unit and each assistant as a half, if the school has been open for the whole school year; but each Principal shall be reckoned as a half and each assistant as a quarter, if the school or the assistant's class, as the case may be, has been open for less than a year but not less than half a year.

(2) The grant to each Inspectorate shall be sub-apportioned by the Inspector in accordance with the instructions of Circular No. 33, 1907, as to the grading of the accommodations; and the items of the equipment provided in each school in accordance with said circular, shall be those on the value of which he will reckon the percentage. The special equipment for Continuation Schools or Fifth Forms (the former Continuation Classes, Grades B and C), shall not be included.

(3) Out of the combined Legislative and County grants, each school shall receive 10 per cent. of the approved value of the equipment up to a maximum grant of $20.00 for each Principal and of $2.50 additional for each assistant.

(4) Out of the combined Legislative and County grants, each school shall receive a grant on the character of its accommodations, the maximum being $30.00 for a one-teacher school, $45.00 for a two-teachers school, and $60.00 for a school with more than two teachers, in accordance with the following scheme:

Grade.	One teacher.				Two teachers.				Three teachers and over.			
	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Closets	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(5) When a Union School Section is composed of portions of townships in different counties, the grant to its school from each county shall, as far as practicable, be that fraction of the Legislative grant payable to said school, which the assessed value of the portion of the section within the county, is of the whole assessed value of the section, according to the equalization made by the assessors, as provided in section 29 of the Public Schools Act of 1909.

(6) When the amount of the Legislative and County grants is insufficient to provide for each school the sums required under the foregoing regulations, the

Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(7) *In order that the County Council may be duly notified before its June meeting of the amount it must raise as the equivalent of the Legislative grant on equipment and accommodations, each Inspector shall notify the Minister not later than May 15th of the numbers of teachers in his Inspectorate reckoned as in* (1) *above.*

When the Inspector has Rural Schools in different counties, he shall make a separate return for each county.

V. Time of Payment of the Grants.

Subsection (*h*) of section (6) of the Department of Education Act provides for the payment of the Legislative grant to the counties concerned before August 1st. Said grants shall be forthwith payable to the respective Boards of Rural Public and Separate School Trustees, except the grant on the equipment and the accommodations which, with the equivalent County grant, shall be payable as the Inspector may arrange, but not later than December 1st. If said grants on equipment and accommodations are payable to the Township Treasurer, the Inspector shall notify the County Treasurer, of the amount due the Township Treasurer on this account.

Grants to Assisted Schools.

As heretofore, the grant to Assisted Schools provided for in section 6 (*j*) of the Department of Education Act of 1909, quoted above, will be apportioned on the report of the Inspector, who shall supply, in a form to be obtained from the Minister, the details necessary to enable him to form a proper judgment as to the merits of each application.

Special Grant for Rural School Libraries.

The special grant of $6,000.00 in aid of Rural School Libraries will be distributed amongst the Rural Public and Separate Schools of the whole Province, not including Continuation Schools or Fifth Classes as an additional percentage on the value of all library books purchased between October 1st, 1908, and October 1st, 1909, provided no school receives more than $10.00, and provided no purchase is less than $10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchase of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education, not later than the first day of November.

May 4th, 1909.

INSTRUCTIONS TO INSPECTORS. REVISED 1909.

(Instructions No. 13.)

Distribution of the Legislative Grant. Rural Public and Separate Schools in the Districts of Ontario.

Statutory Provisions for the Distribution of the Legislative Grants.

The following is the scheme of distributing the Legislative Grant to the Rural Public and Separate Schools in the Districts:

(1) Subject to the Regulations all sums of money appropriated as a general grant for the Rural Public and Separate Schools shall be apportioned by the Minister amongst such Rural Schools on the basis of the salaries paid to the teachers, the value of the equipment, the character of the accommodations, the grade of the teachers' professional certificates, the length of their successful experience, and the amount of the assessments.

(2) Subject to the Regulations the grants so apportioned to Rural Public and Separate Schools in Provisional Judicial Districts shall be paid to the respective boards of trustees on or before the first day of August in each year or in two equal instalments, the first on or before the 1st day of August, and the second on or before the first day of December.

(3) Subject to the Regulations all sums of money appropriated for assisted schools shall be apportioned by the Minister to Public and Separate School Boards in poor rural districts, and to the residents of lumber, mining, and other settlements.

General Instructions.

The information herein contained is now communicated to the District Inspectors, in order that they may have sufficient time to procure from School Boards and Township Clerks the data necessary for the official returns, on which the distribution will be made by the Minister, and the forms for which are sent herewith to each Inspector. All returns from School Boards shall be certified by the Secretary or Secretary-Treasurer; those from the Township Clerks shall be certified by these officials; and said returns shall be retained by the Inspector, for at least one year as his authority for his official report. The Department of Education Act provides that the Legislative Grants shall be paid by the Minister, on or before August 1st. It will accordingly be necessary for the Inspector to act as expeditiously as possible in procuring the information he may need, so as to transmit to the Department of Education, the official forms completely filled in, *not later than June 22nd.*

Assessments and Sections.

(1) In the case of *organized townships* the average section assessment of the township hereinafter referred to is the quotient obtained by dividing by the number of school sections in the township the average of the total assessed values of the township for the three years next preceding the year of distribution.

(2) For the above computation:—

(*a*) The lands of the supporters of each Separate School, shall be counted as a section in forming the divisor.

(*b*) A union section shall be counted as belonging to the township, in which the school building is situated and the assessed value of the portion of the other township or townships completing said union section, shall be added to the dividend (see Public Schools Act of 1909, sections 29 and 35).

(*c*) When there are two schools in a section, the section shall be counted as two sections in forming the divisor.

(3) In the case of *unorganized townships,* the average section assessment hereinafter referred to shall be computed on the average of the total assessed values of the section for three years next preceding the year of distribution.

(4) If, in any year, the assessment of 1906 is reduced in any case, such reduction shall not be recognized by the Department of Education, unless satisfactory reasons are submitted, through the Inspector, for said reduction.

Scheme of Distribution.

The total yearly apportionment to each school, *not including Continuation Schools,** shall be the sum of the grants to which it is entitled under the following regulations:

I. Fixed Grants.

When the average section assessment, as defined above, is less than $20,000, each school shall receive a fixed grant of $40; when it is at least $20,000, but less than $30,000, the fixed grant shall be $30; when it is at least $30,000, but less than $40,000, the fixed grant shall be $25; and where it is at least $40,000, but less than $50,000, the fixed grant shall be $20; where it is $50,000 or over there shall be no fixed grant. Only half the grant will be paid in cases of Schools which have been open only one full term; but a further allowance will be made proportionately to the time such Schools were in operation during the second term.

II. Grants Payable on Teachers' Salaries.

Each school shall receive 40 per cent. of the amounts paid in teachers' salaries each school year (beginning in August and ending in June) up to a maximum of $600 salary in the case of each teacher, the computation beginning as follows:

(1) At $100, where the average section assessment, as defined above, is less than $20,000;

(2) At $150 for a Principal and $100 for an assistant where the average section assessment, as defined above, is $20,000 or over.

*The term "Continuation School" (the former Continuation Class Grade A), applies, not to the whole public school, but to the particular division or divisions thereof in which Continuation School work is taught.

III. Grants on the Teachers' Qualifications.

The following grants shall be paid on the basis of the grades of the teachers' professional certificates and the length of their successful experience, *the competency of each teacher being attested by the Inspector of the school for which such grant is claimed.* The grant shall be one-half of the amount if the teacher of the school holds such certificate for less than a year, but for at least half a year:

(1) If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next:

(*a*) For a Provincial Professional First Class Certificate.....$50
(*b*) For a Provincial Professional Second Class Certificate..... 40
(2) If said experience shall have been less than five years on the same date:
(*a*) For a Provincial Professional First Class Certificate.....$40
(*b*) For a Provincial Professional Second Class Certificate..... 30
(*c*) For a Professional Third Class (both permanent and limited) or a Provincial Ungraded Permanent Certificate..... 25
(*d*) For a Professional District Certificate..... 20

Grants on Equipment and Accommodations.

(1)—(*a*) Where the average section assessment, as defined above, is under $20,000, each school shall receive a grant of $30; and where it is at least $20,000 and under $30,000, a grant of $25, said grants to be applied to the improvement of the equipment and accommodations.

(*b*) No school which has not been in effective operation for a least one term shall be entitled to the above grant.

(*c*) The above grants for the improvement of equipment and accommodations shall be expended by the School Boards under the advice of the Inspector; and the improvements, with the items of expenditure, shall be reported to him by the School Boards, before August 1st of the year next following the receipt of the grant.

(2) Where the average section assessment as defined above is $30,000 or over, a grant will be made by the Minister to each Inspectorate at the rate of $20 for each principal, and $2.50 for each assistant (*not including the teachers of Continuation Schools*) where the school has been in effective operation for at least one term, and the total sum of said grants shall be sub-apportioned by the Inspector concerned amongst his schools with said assessment, on the basis of the value of the equipment and the character of the accommodation in accordance with the following scheme:

(*a*) Each school shall receive 10 per cent. of the approved value of the equipment up to a maximum of $20 for each Principal and $2.50 additional for an assistant; the items of the equipment on which the valuation is made being those prescribed in Circular No. 33, 1907, and provided in the school. The special equipment for Continuation Schools and Fifth Classes (the former Continuation Classes, Grades A, B, and C) shall not be included.

(*b*) Each school shall receive a grant on the character of its accommodations, the maximum being $30 for a one-teacher school, $45 for a two-teachers school, and $60 for a school with more than two teachers, in accordance with the provisions

of Circular No. 33, 1907, in regard to accommodations, and in accordance with the following scheme:

Grade.	One teacher.				Two teachers.				Three teachers and over.			
	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Closets	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Water supply	2 00	1 50	1 00	50	2 00	1 50	1 00	50	3 00	2 25	1 50	75
School grounds	4 00	3 00	2 00	1 00	5 00	3 75	2 50	1 25	6 00	4 50	3 00	1 50
School buildings	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Class rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Halls	.....	.....	.....	.....	2 00	1 50	1 00	50	3 00	2 25	1 50	75
Cap rooms	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Private rooms	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Desks	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Blackboards	1 00	75	50	25	1 50	1 10	75	40	2 00	1 50	1 00	50
Lighting	2 00	1 50	1 00	50	3 00	2 25	1 50	75	4 00	3 00	2 00	1 00
Heating	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
Ventilation	4 00	3 00	2 00	1 00	6 00	4 50	3 00	1 50	8 00	6 00	4 00	2 00
	30 00	22 50	15 00	7 50	45 00	33 70	22 50	11 30	60 00	45 00	30 00	15 00

(*c*) When the amount of the Legislative Grant to the inspectorate is insufficient to provide for each school the sums required under the preceding regulations, the Inspector shall make a *pro rata* deduction from the total grant to each school; and where there is a balance over after making the provision for each school as required by the said regulations, he shall make a *pro rata* addition to the total grant to each school.

(*d*) In order that the Department may apportion the correct amount to each Inspectorate for the grant for equipment and accommodations, each District Inspector shall notify the Minister not later than July 1st, of the number of teachers in his Inspectorate reckoned as in (2) above.

(*e*) A return of the total grant on equipment and accommodations as subapportioned by the Inspector to each school shall be made by him to the Department of Education, not later than November 1st, and shall be payable by the Minister not later than December 1st, direct to the school Board.

Grants to Assisted Schools.

In accordance with the statutory provisions, further grants will be made to assist special cases of hardship in school sections and in settlements where there is yet no school organization, for teachers' salaries and for such other purposes as the Minister of Education may deem expedient. Such grants will be made on the report of the Inspector concerned, who shall set forth in full detail on or before the first of November of each year, in a form to be obtained from the Department of Education, the conditions which, in his judgment, necessitate such grants.

Special Grant for Rural School Libraries.

The special grant of $6,000 in aid of Rural School Libraries, will be distributed amongst the Rural Public and Separate Schools of the whole Province, *not including Continuation Schools or Fifth Classes*, as a percentage on the value of all books

purchased between October 1st, 1908, and October 1st, 1909, provided no school shall receive more than $10.00, and provided no purchase is less than $10.00. *The books shall also have been approved by the Inspector as especially suitable for the pupils' use.*

All applications for this grant must be made by the Trustees through the Inspector, on or before the 15th day of October. The Trustees shall supply the Inspector with all the information he may require, in regard to the purchase of the books, including vouchers from the booksellers.

The Inspector shall make application to the Department of Education on a form to be provided, which must be forwarded to the Department of Education not later than the first day of November.

April, 1909.

INSTRUCTIONS TO PUBLIC AND SEPARATE SCHOOL INSPECTORS, 1909.

(Instructions No. 14.)

Distribution of the Legislative Grant to Public and Separate Schools in the Urban Municipalities.

At its recent session the Legislature voted the sum of $60,000, to be distributed, subject to the Regulations of the Department of Education, amongst the Public and Separate Schools in urban municipalities, on the bases of the grade of the teachers' certificates and the length of their successful experience. [Sect. 6 (*d-e*) Department of Education Act.]

This grant which is to be applied exclusively as an addition to the teachers' salaries will be apportioned amongst the urban Public and Separate Schools in accordance with the following regulations, and the Inspector will fill in accordingly the accompanying schedules:

Urban Municipalities in the Organized Counties.

I. In Cities.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$20.00
(*b*) For a Provincial Second Class Certificate..... 15.00

2. If said experience shall have been less than five years on the same date the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$15.00
(*b*) For a Provincial Second Class Certificate..... 10.00

3. For a permanent Third Class Certificate the grant shall be.. 7.50

II. In Towns.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$30.00
(*b*) For a Provincial Second Class Certificate..... 22.50

2. If said experience shall have been less than five years on the same date, the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$22.50
(*b*) For a Provincial Second Class Certificate..... 15.00

3. For a Permanent Third Class Certificate the grant shall be..$11.25

III. In Villages.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—

(*a*) For a Provincial First Class Certificate $40.00
(*b*) For a Provincial Second Class Certificate..... 30.00

2. If the said experience shall have been less than five years on the same date, the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$30.00
(*b*) For a Provincial Second Class Certificate..... 20.00

3. For a Permanent Third Class Certificate the grant shall be..$15.00

Urban Municipalities in the Districts.

IV. In Urban Municipalities with a Population of 1,500 or over.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$40.00
(*b*) For a Provincial Second Class Certificate..... 30.00

2. If the said experience shall have been less than five years on the same date, the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$30.00
(*b*) For a Provincial Second Class Certificate..... 25.00

3. For a permanent or ordinary Third Class Certificate the grant shall be $20.00

4. For a District Certificate the grant shall be.....$15.00

V. In Other Urban Municipalities.

1. If the teacher's total experience in the schools of the Province of Ontario shall have been at least five years on July 1st next, the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$50.00
(*b*) For a Provincial Second Class Certificate..... 37.50

2. If the said experience shall have been less than five years on the same date, the grant shall be:—

(*a*) For a Provincial First Class Certificate.....$37.50
(*b*) For a Provincial Second Class Certificate..... 31.25

3. For a permanent or ordinary Third Class Certificate the grant shall be $25.00

4. For a District Certificate the grant shall be.....$18.75

VI. The competency of each teacher shall have been duly attested by the Inspector of the school for which the grant is claimed.

VII. The grant shall be one-half of the amount if the teacher of the school has held the certificate for less than a year, but for at least one term. In his report the Inspector will indicate this by inserting the numeral 1 in the proper column.

VIII. If the Legislative grant of $60,000 is not sufficient for, or if there is a balance over, the apportionment to the Public and Separate Schools in the urban municipalities in the counties and districts, on the foregoing bases, the Minister may make a *pro rata* adjustment in the case of each grade.

NOTE.—Where there are more than one municipality, the Inspector will report them separately, placing together in each municipality the certificates of the same grade. He will also in all cases arrange the grades in the order of the circular.

May, 1909.

REGULATIONS AND COURSES OF STUDY FOR THE AGRICULTURAL DEPARTMENTS OF THE

CONTINUATION SCHOOL AT CARP, THE HIGH SCHOOLS AT ESSEX, NORWOOD, AND SIMCOE, AND THE COLLEGIATE INSTITUTES AT GALT, COLLINGWOOD, LINDSAY, PERTH, PICTON, MORRISBURG, AND WHITBY.

Session of 1909-1910.

(Circular No. 47½.)

Admission Requirements.

1. Pupils who take the regular two years' Special Course in Agriculture or a partial course therein in a High or Continuation School, shall be admitted in accordance with the regulations that govern the admission of other High School pupils.

2. To the courses held throughout the county, such persons may be admitted as, in the judgment of the teacher of Agriculture, are competent for the work, whether, for example, farmers or farmers' sons or daughters, or pupils of Public Schools or of other High Schools. A list thereof and their reported attendance shall be kept by the Principal of the school; but they shall not be enrolled as regular High School pupils unless they have been admitted to a High School as provided above.

Qualification of Teachers.

3. The teacher of Agriculture in connection with a High School or a Continuation School shall hold the degree of B.S.A., from the University of Toronto, or a

certificate of qualification from the Ontario Agricultural College. Such teachers may also take part in the Science work of the school at the discretion of the Principal, provided such work does not in any way interfere with their special work as teachers of Agriculture.

Duties of Teachers.

4. Like the other members of the High School staff, the teacher of Agriculture shall be generally subject to the authority of the Board and Principal of the School, the latter of whom shall control his time-table and have the general direction of his movements.

5. With a view to bringing the Department of Agriculture into closer touch with the farming community and of making it more directly beneficial to them, the teacher of Agriculture shall also act as the local agent of the Department of Agriculture for the district, as follows:—

(*a*) He shall visit from time to time the various parts of the county and report upon their special requirements.

(*b*) He shall take charge of an office situated in the High School district, where he may meet the farmers, giving them aid and advice, supplying them with the bulletins of the Department of Agriculture and such other farm literature as may be useful, and discussing with them the latest experimental results of the work of the Ontario Agricultural College.

(*c*) He shall keep in touch with Farmers' Institutes and with local Agricultural Associations as, for example, by holding a School exhibit at the Fall Fair; he shall also act in concert with the staff of lecturers, demonstrators, and professors of the Ontario Agricultural College.

(*d*) Where practicable, he will arrange for excursions for students and others to the Agricultural College in the month of June, and shall take special charge during such visits of those who have been in attendance on his classes.

(*e*) He shall attend the Winter Fair and annual meeting of the Experimental Union, held yearly in Guelph for one week in December.

Accommodations and Equipment.

6. A suitable Laboratory and the Equipment necessary to carry out the work as outlined under Chemistry, Physics, and Biology.

Experimental Grounds, separate from the ordinary School Grounds, for illustration purposes in the growing of various classes of farm crops and training in experimental work. The area of the Grounds will be determined by local conditions. A list of suitable equipment from which Boards may select has been prepared and may be obtained on application to the Deputy Minister of Education.

Inspection.

7. The Agricultural Department of each High School or Collegiate Institute shall be inspected at least once each year by an officer deputed for this purpose, by the Minister of Education and by the Minister of Agriculture.

Courses of Study.

8. The regular Special Course in Agriculture in a High School shall be the two years' one, as defined below. Partial courses may also be provided in the High

School for regular High School pupils or for such occasional pupils as may desire them.

9. Regular High School pupils taking the special course in Agriculture shall take in addition the subjects which are obligatory upon all High School pupils, namely, Geography, Arithmetic and Mensuration, English Grammar, Writing, Reading, English Composition, English Literature and History, with such suitable modifications of this course, and with such additional subjects, as may be deemed expedient by the Principal and the parent or guardian of the pupil. [See Reg. 39, (4) and (6), of 1904.]

10. It is not intended that all the work outlined in the course below shall be covered in two years. The outline is suggestive rather than obligatory, and the amount of work to be taken up shall be determined by the needs of the community, and the nature of the special subjects selected. In some districts, Horticultural subjects, for example, will receive special emphasis; in others, Dairying, and, in others again, Stock raising, and so on.

11. In addition to the regular Special High School Course, partial courses may be provided, when needed, in the High Schools or in the Continuation Schools, and in other parts of the county, of such duration and character as may meet the needs of the farming community. These may include short courses in Horticulture; Soils, Seeds, Weeds; Farm dairying, Poultry keeping, etc., as well as demonstrations and lectures in particular subjects (Stock judging, Seed judging, etc.) at one or more meetings at suitable centres. In these courses the teacher of Agriculture will be assisted, when necessary, by members of the staff of the Ontario Agricultural College, and he will be supplied by the College with abundant material for demonstration purposes.

12. High School pupils who take the two years' Special Course herein provided, and whose competency is attested by the Principal of the school and the teacher of Agriculture, shall be eligible for entrance to the Second Year work of the Ontario Agricultural College.

13. The following is the regular two years' Special Course, to be organized in accordance with the requirements of each locality:

(1) *Field Husbandry.*—History of agriculture; different systems of farming; different kinds of soil; rotation of crops; farm crops in their relation to drainage; application of manures; green manuring; preparation of the land for the different crops; methods of cleaning, testing, and selecting farm seeds; study of cereals, roots, fodder crops, grasses, clovers, and other farm crops; sowing, harvesting, preserving, marketing.

Experimental grounds near the school will be used for illustrative experiments with varieties of cereals, grasses, root crops, and in seed selection, methods of cultivation, rotation of crops, and the use of various kinds of fertilizers.

(2) *Animal Husbandry.*—A study of the history and characteristics of the principal breeds of live stock, including light and heavy horses, beef and dairy cattle, sheep, and swine; feeding and management; principles of breeding; registration of pedigrees; market requirements.

Visits to local farms, and practical work in judging stock.

(3) *Dairy Husbandry.*—The herd: formation, care, and management of a dairy herd, rearing of calves; dairy stables; lighting, cleaning and ventilating; individual cow records. The milk: care of milk, elementary chemical and bacteriological study of milk. The home dairy: running of hand separators and care of dairy utensils; manufacture, packing, and marketing of butter.

Visits to local creameries and cheese factories, and a study of factory methods of manufacture, packing, and marketing.

(4) *Poultry.*—The most valuable breeds and varieties of hens, ducks, geese and turkeys, their characteristic points and peculiarities; various methods of housing poultry; incubation, brooding, and rearing of chickens; general methods of feeding and management; market conditions; the fattening and dressing of poultry for home and foreign markets.

(5) *Horticulture.*—Treatment of fruit plantations: cultivation, grafting, spraying; value of cover crops; methods of growing and caring for vegetables; selection of varieties; study of insect and fungus diseases affecting fruits and vegetables; care, storing, and marketing of fruit.

(6) *Forestry.*—Forestry as related to the farm; classification of the common forest trees, the establishment, care and protection of the wood-lot; varieties and methods for roadside planting and shelter belts.

(7) *Agricultural Botany.*—Identification and eradication of weeds and weed seeds; Seed Control Act and its application; experiments to show seed germination and growth of plants; the relation of plants to soil, air, light, temperature, and moisture; systematic study of the structure of cereals, grasses, legumes, and roots; plant diseases: smut, rust, mildew, etc.; how to recognize and combat them; Collecting, pressing, and mounting of weeds, grasses; weed seeds for samples in identification.

(8) *Entomology.*—A practical course in economic insects, identification, habits, and life histories; a close study of the more important insects, by means of breeding and rearing cages; insecticides; collecting of injurious and beneficial insects and samples of their work.

(9) *Agricultural Physics.*—Soil: classification and physical examination, origin, and mode of formation; soil forming, soil forming rocks and minerals; behaviour towards moisture. Surveying and drainage; measurement of fields and farms with the chain; calculating areas and drawing plans; use of various instruments for determining levels, preparing plans for drainage; methods of digging, laying of tile, and filling of trench; calculations concerning required size of tile and cost of various systems. Conservation of moisture by drainage, mulching, and cultivation; capillarity and its relation to plant growth. Water capacity of different soils. Mechanics: principles of farm machinery; principles of ventilation, lighting and heating.

(10) *Agricultural Chemistry.*—Chemical composition of soils; elements used by plants; availability and assimilation of plant food in the soil; application of fertilizers; absorption and retention of important constituents, as nitrogen, phosphoric acid, and potash; insecticides and fungicides; their composition and proper mixture.

July, 1909.

SYLLABUS OF COURSES AND REGULATIONS FOR THE MODEL SCHOOLS AT CORNWALL, DURHAM, KINGSTON, LINDSAY, RENFREW, AND NORTH BAY.

Session 1909.

(Circular No. 4.)

Location and Purpose.

1.—(1) The Model Schools are situated at Cornwall, Durham, Kingston, Lindsay, and Renfrew. Provision is also made at the North Bay Normal School for Model School work.

(2) The purpose of the Model Schools is to prepare teachers of the Third Class, in the theory and the art of organizing, governing, and instructing the pupils of the Public and the Separate Schools; and to improve the general culture of such teachers and, in particular, their academic preparation for teaching the subjects prescribed in the programme of studies.

(3) The attached Urban Public and Separate Schools, and the attached Rural Schools, are used, as required, to afford the teachers-in-training adequate means of observing well-conducted Schools, and of securing practice in teaching, discipline, and management.

Session.

2. The session of the Model Schools will begin on the first day of September, 1909, and will end on the fifteenth day of December.

Conditions of Admission.

Application to the Deputy Minister.

3. Application for admission shall be made to the Deputy Minister not later than August 15th, 1909, on a form to be supplied by him.

Application to the Principal.

4. In addition to the card of admission from the Deputy Minister, each applicant, on presenting himself at a Model School, shall submit to the Principal thereof:

(1) A certificate from competent authority that he was at least eighteen years of age before December 31st, 1909.

(2) A certificate from a clergyman, or other competent authority, that he is of good moral character.

(3) A certificate on the official form, from a physician, that he is physically able for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(4) One of the following:

(*a*) A certificate of having passed the District Certificate Examination of 1904, or any subsequent year.

(*b*) A certificate of having passed the Examination for Entrance into the Model Schools.

(*c*) A certificate of having passed the July Examination for Entrance into the Normal Schools or Faculties of Education, *or* of having obtained 40 per cent. of the aggregate marks in either of these examinations with 25 per cent. in each paper; provided that in all such cases the candidate satisfies the Principal of the Model School that he is competent in the subjects of the Model School Entrance Examination which are not required at the said July Examinations.

NOTE.—Candidates are hereby notified that they must present themselves at the date prescribed in paragraph 2, and comply fully with the conditions prescribed in paragraphs 3 and 4.

Duties of Principals and Assistants.

5.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School.

(2) The other members of each staff shall be subject to the authority of the Principal.

Duties of Teachers-in-Training.

6.—(1) Teachers-in-training shall board and lodge at such houses only as are approved of by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal, at any time during the session from further attendance at the Model School.

(4) All applicants are strongly advised to review carefully, before entering, the work of the Lower School of the High Schools.

Text-Books.

7.—(1) The text-books for the academic work shall be those prescribed in such subjects for the High Schools.

(2) The text-books for the professional work shall be those prescribed for the Public Schools, and those printed below in italics.

Literary Society.

8. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the Course of study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special preparation for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

Examinations.

Subjects and Values.

9.—(1) (*a*) The final standing of the teacher-in-training shall be determined on the combined results of his sessional records (including Class Tests and Observation and Practice-teaching) and the prescribed final examination.

(*b*) The final examination papers shall be uniform for all the Model Schools, and shall be based upon the courses as laid down in this Syllabus.

(2) (*a*) The examinations in Groups II. and III. shall include a thorough test of the academic qualifications of the teacher-in-training.

(b) At the examination in Groups I. and II. there shall be one paper on each of the following subjects, and the maximum marks for each subject of the examination shall be as follows: the marks for the Sessional Records in each subject being 20 per cent. of the maximum.

Group I.

Professional.—Principles of Education. School Organization and Management, each 100.

Group II.

Academic and Professional.—Arithmetic, Literature, Grammar, History, Composition, Geography, and Nature Study, each 100.

Group III.

(3) The marks counted in estimating the final standing of the teacher-in-training in the following subjects shall be those awarded him during the session, more especially towards the close thereof, for the oral, written, and practical tests in matter and, where applicable, in method, the maximum for each subject being as follows:—

Academic and Professional.—Art, Music, Reading, Spelling, Writing, Physical Training, and Physiology and Hygiene, each 100; School Law and Regulations, 50.

Group IV.

(4) The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

Certificates.

10.—(1) A teacher-in-training who at the final examination obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I., II., III., and IV., may, on the recommendation of the staff, be awarded a Limited Third Class certificate valid for five years.

(2) A teacher-in-training who fails at the final examination in either or both of Groups I. and II., but who obtains the aggregate in each of these groups and passes in Groups III. and IV., may, on the recommendation of the staff and Board of examiners, obtain a Limited Third Class certificate without attending a second session, on obtaining at any subsequent Model School examination 60 per cent. of the marks for each of the subjects of his failure. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance at a Model School and who are actually engaged in teaching, shall be exempt from an examination in Group IV.,

provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least six months. The pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each of Groups I., II., and III.

Programme of Studies.

11.—(1) The courses of study for teachers-in-training who attend for a year's session shall consist of the following:

(*a*) A review, as far as time will permit, of the Public School course and of the academic subjects, from the standpoint of pedagogy and the requirements of the Public and Separate Schools, including special instruction in Reading, Writing, Art, Physical Training, Physiology and Hygiene, Music, School Law and Regulations.

(*b*) The principles of Education and General Methodology, Special Methodology, and School Organization and Management.

(*c*) Supervised Observation in the Public Schools.

(*d*) Supervised Practice teaching in the Public Schools.

Order of the Courses.

12. (1) In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, the following introductory courses shall be taken up in the following order:

(*a*) The prime essentials of the course in the Principles of Education and General Methodology.

(*b*) A course of Observation in the different forms of the Public Schools.

As soon as the course begins, one lesson a day shall be given in the course in (*a*) and in (*b*), the total number in each being from ten to fifteen.

(2) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public School programme. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(*a*) On the professional side after the completion of the Introductory Course [13 (1) (*a*)] the course in the Principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first three times a week until finished.

(*b*) The minimum number of periods for each of the professional and academic subjects should be as nearly as practicable as follows:—

The Principles of Education, including the Introductory course, 35; School Organization and Management, 30; School Law and Regulations, 5; Arithmetic, 20; Grammar, 15; Literature, 15; History, 10; Geography, 15; Language and Composition, 20; Spelling, 8; Reading, 20; Nature Study, 15; Physiology and Hygiene, 8; Art, 15; Music, 10; Physical Training, 8; Writing, 15.

Observation and Practice Teaching.

13.—(1) The Introductory Courses provided for in Regulation 15 shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 20; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(2) (*a*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time.

(*b*) At least that group to which the teacher-in-training belongs shall be present at the discussions on his Observation and Practice-teaching lessons.

(3) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the Public Schools in all subjects and in all grades.

(4) (*a*) Teachers-in-training shall be notified by the Principal of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand.

(*b*) After observing the lesson, they shall submit a report upon it to the teacher concerned.

(5) (*a*) Teachers-in-training shall be notified of the subject and the scope of the Practice-teaching lesson by the teacher of the Public School, after consultation with the Principal.

(*b*) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the teacher concerned.

(6) Model lessons for Observation by the students shall be taught by the teachers of the School in accordance with the regular programme of the Model School.

(7) (*a*) The necessary applications of the Principles of Education and of Special Methodology shall be made systematically by the Model School Principal in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(*b*) Concerted work on the part of the teachers in the Model School shall be secured by frequent conferences, especially before the work concerned begins.

Syllabus of Courses.

Educational Principles and General Methodology.

14. The object of the course is to provide teachers with such a working conception of the nature of Education and of Methodology as will improve natural tact and skill by determining procedure and forming ideals.

(1) Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.

(2) Function of the school: The relation of the school to other social institutions, the home, the church, the state, the vocation.

(3) Subject Matter of Instruction: Purpose and value of subjects of study.

(4) Methods of Instruction: Purpose of methods of instruction; necessity of basing methods of instruction on the knowledge of the laws of mental development.

(5) Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening or modifying instincts or interests.

(6) Habit and Association: Nature of habit; relation of habit to instinct; condition of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations.

(7) Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim "Proceed from the known to the related unknown."

(8) Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

(9) Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lessons; methods of conducting drill and review.

(10) Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

(11) Laws underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction.

(12) Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

(13) The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

(14) Teaching Devices: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations; their office and value.

Books of Reference:

McMurry: *Method of the Recitation.*
Gordy: *Psychology.*
Tilley: *Methods of Teaching.*

School Organization and Management.

15. The object of the course is to give the teacher, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the smooth and efficient working of his school. The course includes the following topics:—

(1) *The Teacher*: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of wide culture, of Teachers' Associations, etc.; the teacher's relations with the Principal, the Inspector, or trustees, parents; civic and social duties; personal power and influence in the

school, in the community; daily preparation for teaching; correcting written exercises; care of health.

(2) *Classification*: The meaning and the problems of school organization; promotions, when and how made; in graded schools the division of subjects and pupils among the several teachers.

(3) *The Daily Programme*: Its purpose and value; principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for graded and for ungraded schools; school records.

(4) *Written Examinations*: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

(5) *School-room Routine*: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

(6) *Desirable School Habits*: Punctuality; neatness in person and in work; accuracy; quietness; industry; obedience; the relation of the preceding to moral training.

(7) *School Incentives*: Kinds and office; effects on character, on school work, on health.

(8) *Order and Discipline*: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment; ends and necessity; right conditions; characteristics of judicious punishment; injudicious punishment; the discipline of consequences.

(9) *Physical Education*: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; dangers of fatigue; the teacher on the play-ground; physical exercise within the school.

(10) *The Kindergarten*: Its essential principles; relation to the school system as a whole.

NOTE.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33, of 1907.

Books of Reference:—

Millar: *School Management.*
Bagley: *Class Management.*
White: *School Management.*
Landon: *Principles and Practice of Teaching and School Management.*

Special Methodology.

16. The object of the course is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the attached Public Schools, by enabling them to apply the principles of education and, in particular, to adapt to the work in each subject the principles of General Method. The work in the special method of each subject is introduced by a few lessons of a general character, embracing the application of the principles of General Methodology to the teaching of the subject. These introductory lessons are followed by a series of a more detailed character, dealing with:

(1) The selection and the organization of material for the Public School Forms, taken in order, from the standpoint of presentation to the pupil.

(2) The discussion of special methods of instruction concurrent with the academic review of the subject matter.

The courses shall be taken up in terms of the Public School Programme of Studies, the provisions of which shall be constantly kept in mind.

General Books of Reference:—

Chubb: *Teaching of English.*
Hodge: *Nature Study and Life.*
Dearness: *How to Teach Nature Study.*
Silcox and Stevenson: *Nature Study.*
Geikie: *Teaching of Geography.*
Annandale: *The Concise Imperial Dictionary.*

I. Language and Composition.

17. The special object of the course in Language and Composition is to prepare the teacher to train his pupils to speak and to write good English as a fixed, unconscious habit. The course includes the following topics:—

The Importance of Language Training.—The place of a knowledge of the mother tongue in education; the value of clearness, force and grace of expression.

Oral and Written Composition.—Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition.—Methods of encouraging pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of forming linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; method of correcting compositions; value of re-writing.

Mechanics of Written Composition.—Sentence and paragraph structure; paragraph compositions; the use of capitals, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition.—Principles governing choice of topics; gathering, selecting and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

II. Reading.

18. The special object of the course in Reading is to prepare the teacher to train his pupils to get the writer's thought and feelings (*intelligent reading*) and to communicate them to the listener so that he may appreciate them (*intelligible reading*). The course includes the following topics:—

The Scope of Reading.—Its correlation with other subjects; importance of training in reading and the principles of vocal expression to pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Forms of Reading.—The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods in Reading.—Examination of the various methods of teaching beginners to read; advantages and disadvantages of each; devices for securing rapid word recognition and for fixing attention on the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; the necessity for giving attention to expression in all stages; the objects of advanced reading; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

III. Spelling.

19. The special object of the course in Spelling is to prepare the teacher to secure accuracy in the mechanism of written word-expression. The course includes the following topics:—

Scope of Spelling.—Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling.—Necessity for teaching, not merely testing spelling; examination of the various methods of teaching spelling; the adaptation of each to the nature of the words and to the individual mental characteristics of pupils; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling.—Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

IV. Literature.

20. The special object of the course in Literature is to prepare the teacher to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling. The course includes the following topics:—

Selection of Subject-matter for Literature Lessons.—Qualities of literature that appeal to children of different ages; basis of selection of material for different

grades; lists of suitable fairy tales, fables, nature stories, etc., adapted to children of lower grades and of general works for pupils in the highest forms; complete wholes *versus* extracts.

Methods in Teaching Literature.—Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson Procedure.—Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought, elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction; suitable seat work.

Examinations in Literature.—Difficulties of examining in literature; specimen examination questions.

Teacher's Preparation.—Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their future reading.

School Library.—Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

V. Grammar.

21. The special object of the course in Grammar is to prepare the teacher to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure. The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; reasons for and against retaining it in elementary schools; reasons for deferring the formal study till Form IV.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value, how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

VI. History.

22. The special object of the course in History is to prepare the teacher to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country. The course includes the following topics:—

The Scope of History.—The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods.—The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades; the place and purpose of each of the following:—

History of the aborigines, pioneers, local history.

Biography.—The natural attractiveness of biography; the relation of biography to history; the effects of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Civics.—Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Epochs.—Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Supplementary Material.—The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades. Significance and value of the Flag.

VII. Geography.

23. The special object of the course in Geography is to prepare the teacher to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs. The course includes the following topics:—

The Scope of Geography.—Its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods.—Consideration of the order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena (See course in Experimental Science); excursions in connection with the observations in local geography; the use of reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of preparation of lesson by teacher owing to mass of details.

VIII. Nature Study.

24. The special object of the course in Nature Study is to broaden and deepen the teacher's sympathies and interests, and, through him, those of his pupils, by training him to observe and interpret the common phenomena of the world about him. The course includes the following topics:—

The Character and Scope of Nature Study.—Its relation to formal science; its correlation with other subjects.

Material for Nature Study.—Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study.—Nature Study as a method; special characteristics of a typical nature study lesson: Directions for conducting school excursions. The study of special topics dealing with materials of nature study and illustrating methods of presentation in all grades of public schools, the topics to be typical and to be selected from various grades and departments of the Public School course of study.

NOTE.—Teachers-in-training should make frequent excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will likely teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

IX. Arithmetic.

25.—The special object of the course in Arithmetic is to improve the teacher's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the calculations and computations which their future life may render necessary. The course includes the following topics:—

The Scope of Arithmetic.—Its relation to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value as training in logic; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic.—Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices to secure, neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic.

A thorough treatment of the various arithmetical operations and their applications with special stress upon the requirements of teachers engaged in public school work. This should include the following:—

Counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions.—How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic.—Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, and prisms; square root.

X. Writing.

26. The object of the course in Writing is to train the teacher to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject. The course includes the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation, and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his hand-writing is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis.

XI. Art Work.

27. The special object of the course in Art is to give the teacher such a knowledge of the subject, such a training of his æsthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils. The course includes the following topics:—

The Scope of Art.—Art as a mode of expression and a means of æsthetic culture; its correlation with other subjects in the school course.

Freehand Drawing.—How to use the various mediums, pencil, charcoal, crayon, ink with pen or brush; the drawing of common flat objects, such as leaves, grasses, brooms, shovels, saws, hammers in an appropriate medium; the drawing of common spherical, cylindrical and rectangular solids, illustrating the principles of freehand perspective; the grouping of objects; simple landscapes from nature and imagination; illustration of games, occupations, nursery rhymes and stories, pose drawing; drawing from casts.

Blackboard Drawing.—The use of white, black, and coloured crayons on the blackboard and on large pieces of paper; rapid illustrative sketches to aid in the teaching of all subjects; blackboard drawing specially important to the teacher as a means of expression; the representation in colour; neutral values, and sepia, of leaves, grasses, flowers, fruits, trees, insects, pet animals, birds, and common objects; the grouping of objects; simple landscapes from nature and imagination; elementary composition of pictures.

Books of Reference:—

Prang: *Text Books of Art Education;* 7 books, $2.40.
Prang: *Drawing Course.*

XII. Music.

28. The special object of the course in Music is to train the teacher in the use of Music as a means of self-expression and of æsthetic culture. The course includes the following topics:—

Tune.—Practice in singing from the staff and tonic-solfa modulators; intervals of moderate difficulty, contained in the major diatonic scales; modulation from any given key to its relative minor, and its dominant and subdominant.

Time.—Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple time; the pulse as the unit of measurement in time, with its divisions into halves, quarters, or thirds in varied combination.

Voice Culture.—Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs.—The study of songs suited to the requirements of pupils in all grades of Public and Separate Schools, with special attention to development of power in musical expression.

Notation.—Elements of notation, both tonic-solfa and staff; the formation of the major and minor diatonic scales; elements of modulation and transposition.

Methods.—Concurrently with the foregoing course, a practical knowledge of recognized systems of teaching the tonic-solfa and staff notations.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of Music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

XIII. Physiology and Hygiene.

29. The object of the course in Hygiene is to train the teacher in the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings. The course includes the following topics:—

Contagious and Infectious Diseases.—How to detect existence of common infectious and contagious diseases; modes of preventing spread of these diseases; sanitary legislation; duties of the teacher.

Personal Hygiene.

Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

Accidents and Emergencies.—First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat-stroke, burns; bandaging.

Book of Reference:—

Knight: *Introductory Physiology and Hygiene.*

XIV. Physical Training.

30. The special object of the course in Physical Culture is to enable the teacher to make proper provision for the physical training of his pupils.

Series of graded exercises to be used as recreation in class-room in intervals between classes.

Recreative gymnastics, or gymnastic games; indoor and outdoor games.

XV. School Law and Regulations.

31. The Ontario School Law and Regulations so far as they deal with the duties and obligations of teachers and pupils.

April, 1909.

COURSES FOR PROFESSIONAL CERTIFICATES: HIGH AND CONTINUATION SCHOOL.

First Class Public School, and Public School Inspectors. Faculties of Education at the Universities of Toronto and Queen's College, Kingston.

(Circular No. 16.)

1. The Ontario Department of Education accepts the courses of the Faculties of Education in the Universities of Toronto and Queen's College, Kingston,* as follows:

Courses of Study.

(*a*) The General Course and the First Advanced Course as the professional courses for an Interim First Class Public School and an Interim High School Assistant's Certificate.

(*b*) The Second Advanced Course, as the professional course for an Interim High School Assistant's Certificate.

*For details of the subjects, courses and examinations, see the Calendars of the Universities of Toronto and Queen's College, Kingston; which will be sent on application to the Universities.

The Session of the Faculty opens on October 1st.

(*c*) The Special Courses for Specialists as the professional courses for Interim Specialists' Certificates.

(*d*) The Special Course for Public School Inspectors, as the professional course for a Public School Inspector's Certificate.

Terms of Admission.

2. A candidate for admission to a Faculty of Education shall submit the following to the Dean thereof:

(1) A certificate from a competent authority that he will be at least 18 years of age before the first of October. Beginning with the session of 1909-1910, no candidate will be admitted who is not at least 19 years of age before the first of October.

(2) A certificate from a clergyman or other competent authority that he is of good moral character.

(3) A certificate in detail from a physician that he is physically fit for the work of a teacher and especially that he is free from serious pulmonary affection and from serious defects in eyesight and hearing.

(4) One or other of the following:

(*a*) His certificate of Graduation in Arts from the Registrar of any University in the British Dominions.

(*b*) His Senior Teacher's Certificate.

(*c*) Until the session of 1910-1911, his certificate from the Registrar of the Department of Education that he has passed the July Examination for Entrance into the Faculty of Education.

[After the session of 1910-1911, in addition to his certificate of having passed the July examination for Entrance into the Faculties of Education, he shall submit, endorsed thereon, the prescribed certificate from the Principal of an Approved School that he has completed satisfactorily the Lower School subjects of the High School prescribed for Entrance into the Faculties of Education. Failing this certificate he shall pass at the University in September an examination in the following subjects of the Lower School Course of the High Schools, with 40 per cent. in each examination paper and 60 per cent. of the aggregate of the marks:

Reading, Spelling, Writing, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.]

General Course.

3. A *General* Course consists of three parts, as follows:—

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course and the following subjects of the High School Course:—

English with History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry, and Mineralogy.
(*b*) French and German.
(*c*) Greek and French.
(*d*) Greek and German.

(2) A review by the student, from the academic standpoint, of the subjects required for the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work, and Household Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching in the Public and the High Schools of Toronto and Kingston, with Observation in ungraded rural schools.

First Advanced Course.

4. The First Advanced Course trains for certificates as teachers in both Public and High Schools, and consists of three parts, as follows:—

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and special Methods in the subjects of the Public School Course, and the following subjects of the High School Course:

English with History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry, and Mineralogy.
(*b*) French and German.
(*c*) Greek and French.
(*d*) Greek and German.

The instruction in the History of Education and Educational Systems, the Principles of Education, and Psychology and General Method in this subsection will be of a more advanced character than that given in the General Course, and will assume a knowledge of Elementary Psychology and Ethics.

(2) A review by the student, from the academic standpoint, of the subjects required for the High and the Public School Courses.

Part II.

A course of instruction, both academic and professional, in the Nature Study, Elementary Science, Music, Art, Commercial Work, Constructive Work and Domestic Science (for women) of the Public School Course, and the Reading and Physical Training of both the High and the Public School Courses.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

Second Advanced Course.

5. The Second Advanced Course trains for certificates as teachers in High Schools only, and consists of three parts, as follows:—

Part I.

(1) The History of Education and Educational Systems, the Principles of Education, Psychology and General Method, School Management and School Law, and Special Methods in the following subjects of the High School Courses:

English with History and Geography, Mathematics, Latin, and one of the following groups:—

(*a*) Biology, Physics, Chemistry and Mineralogy.
(*b*) French and German.
(*c*) Greek and French.
(*d*) Greek and German.

The instruction in the History of Education and Educational systems, the Principles of Education, and the Psychology and General Method in this subsection will be of a more advanced character than that given in the General Course and will assume a knowledge of elementary Psychology and Ethics.

(2) A review by the student, from the academic standpoint, of the subjects required for the High School Courses.

Part II.

(1) A course of instruction, both academic and professional, in the Reading and Physical Training of the High School Course.

(2) A course of instruction in one of the academic departments for Specialists' certificates recognized by the Ontario Department of Education, and approved by the Faculty.

Part III.

Observation and Practice Teaching as defined in Part III. of the General Course.

Special Courses.

6. The Special Courses include:—

(1) (*a*) Courses for Specialists under the Regulations of the Ontario Department of Education.

(*b*) A course for Inspectors of Public Schools.

(2) (*a*) In both the General and the Advanced Courses, special training will be provided for candidates for certificates as Specialists.

(*b*) For a Public School Inspector's certificate there will be an examination in May, open to those who have fulfilled the conditions pre-

scribed by the Ontario Department of Education for Public School Inspectors' Certificates. The subjects of the examination will be as follows:—

Modern Systems and Tendencies in Education; History of Public Education in Ontario; School Administration and Law; School Inspection and Supervision, including the Supervision of Instruction in all subjects of the Public School Course.

General Regulations.

7. Students in attendance who are graduates in Arts before the beginning of the session, may take the General Course or one of the Advanced Courses. All other regular students, including graduates in Arts who are exempt from attendance, shall take the General Course.

8. Regular attendance throughout the session (Oct. 1st to May 31st) is compulsory, except for such students as are exempt from attendance under the Regulations of the Ontario Department of Education. A return of such attendance shall be made to the Minister of Education at the close of the session.

9. All students exempt from attendance who are duly registered in the Faculty and who pay the annual fee of $15.00 (which shall not in this case include the fee for examination) may receive from the members of the Faculty such guidance in their courses as may reasonably be given to students not in attendance.

10. A student in the General or the First Advanced Course may take in addition to the subjects of his course in the Faculty of Education, a course in a subject recognized by the Department of Education for academic certificates, but only with the consent of the Faculty of Education; and no such course shall be allowed to interfere with his regular course as prescribed in the Faculty of Education.

11. Candidates for Specialists' certificates under the Regulations of the Department of Education shall have had their academic standing approved by said Department before entering upon their special courses.

12. Subject to the approval of the Minister of Education, the Faculty of Education may make such modifications of the scheme of optional groups in Part I. of any of the courses, as will suit the condition of candidates who had obtained their academic standing in courses other than those recognized in the Regulations of 1904.

13. The annual fee for the General or the Advanced Courses (with or without the course for Specialists) which shall include the library, gymnasium, and examination fees, shall be $15. The fee for the examination in the General or Advanced Courses when the examination is not taken during the regular session or when it is taken by students not in attendance shall be $15, or $10 for each of Parts I. and II. if taken in parts. The fee for the Specialists' examination when not taken with the regular course shall be $5 for each examination paper. The fee for the Inspectors' examination shall be $15.

Interim Certificates.

14. Certificates of qualification may be awarded by the Department of Education on the results of the examinations of the Faculty of Education, as follows:

(1) Interim High School Assistants' and Interim First Class Public School Certificates, one or both, as the case may be:

(*a*) To students who have attended regularly, and who have obtained, in each of Parts I., II., and III. of their courses. 40 per cent. of the marks for each

subject and 60 per cent. of the aggregate of the marks for the term's work and final examinations.

(*b*) To students who are exempt from attendance and from the examination in Part III, and who have obtained in each of Parts I. and II. of their course 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks.

(2) Interim Second Class Public School Certificates, valid for one year, to students in the General or the First Advanced Course, who have attended regularly, and who, of the aggregate of the marks for the term's work and final examinations, have obtained 60 per cent. in Part III., 35 per cent. in each subject of Parts I. and II., and 55 per cent. in each Part.

(3) Interim Specialists' Certificates:—

(*a*) To candidates in attendance who have fulfilled the conditions of one of the regular courses and who have obtained 60 per cent. of the marks assigned to the term's work and final examinations in the Special Course of their department.

(*b*) To candidates who are exempt from attendance and who have obtained 60 per cent. of the marks assigned the paper or papers in their department.

(4) Public School Inspectors' Certificates:—

To candidates who have obtained 40 per cent. of the marks in each paper and 60 per cent. of the aggregate of marks.

15.—(1) An interim First Class Public School certificate shall entitle the holder, if under 21 years of age, to teach in a Public or Continuation School only; and if over 21 years of age, to teach in a High School also.

(2) An interim High School Assistant's certificate shall entitle the holder, if over 21 years of age, to teach, as assistant, in a High School or a Continuation School.

(3) Interim certificates may be extended from year to year by the Minister of Education on the report of the Public, Separate, Continuation, or High School Inspector under whom the holder of the certificate has last taught.

Examinations.

(*a*) For candidates in attendance.

16. The standing of the students in attendance in the General, an Advanced, or a Special Course shall be determined by the combined results of the term work and the May examinations. The term work shall consist of such exercises and tests as the Faculty may prescribe, and the maximum marks therefor in any subject shall be 40 per cent. of the aggregate of the marks for that subject.

(*b*) For candidates exempt from attendance.

17.—(1) Teachers who have been granted only Interim High School Assistants' certificates may, without further attendance, obtain Interim First Class Public School Certificates, by passing at one examination, and with the usual percentages, in the special Public School subjects of the General Course, and by satisfying the Faculty by a practical test, of their ability to teach Public School classes.

(2) Teachers who hold First Class Public School or High School Assistants' certificates, interim or permanent, may without further attendance, obtain Interim Specialists' Certificates, provided they hold the necessary academic certificate and

pass the professional examinations for such standing in the special courses prescribed by the Faculties of Education.

(3) Teachers who hold permanent Second Class certificates, with the academic standing prescribed for admission into the Faculties of Education, and who present certificates of at least five years' successful experience from the Public or Separate School Inspectors under whom they have taught during that period, may write at the examination for Interim First Class Public School Certificates, taking Parts I. and II. together or separately, but without taking the prescribed session or being required to pass in Part III. Such candidates will be granted Interim High School Assistants' Certificates also, on satisfying the Faculty, by a practical test, of their ability to teach High School classes.

(4) Candidates who have attended regularly a session in any course, and who, of the aggregate of the marks for the term's work and final examination, have obtained 60 per cent. in Part III., 35 per cent. in each subject of Parts I. and II., and 55 per cent. in each Part, may write at the examination for Interim First Class Public School and High School Assistants' Certificates, taking Parts I. and II. together, but without taking the session over again or being required to pass again in Part III.

Permanent Certificates.

18.—(1) After at least two years' successful experience as a teacher, the holder of an interim certificate shall, on the report of the last Inspector concerned, be entitled to a permanent certificate as a First Class Public School teacher or as a High School Assistant, ordinary or specialist, according to the class of school in which the holder of the certificate has taught, provided, however, that the holder of the interim certificate is then 21 years of age.

(2) A graduate in Arts in any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the High School Inspector, has taught successfully at least three years (two of which were spent in a High School or in a Continuation School with at least two teachers) shall be entitled to a certificate as Principal of a High School or Collegiate Institute or of a Continuation School with at least two teachers.

September, 1908.

CONTINUATION SCHOOLS AND FIFTH CLASSES (FIFTH FORMS). REVISED REGULATIONS.

(Circular No. 37.)

ORGANIZED COUNTIES.

Prefatory Note.

The provisions of *The Continuation Schools Act of 1909* have made it necessary to amend the Continuation School Regulations of 1908. Next summer all the regulations affecting the support, organization, and courses of study of the Continuation Schools, including those common to them and the High Schools, will be pub-

lished in one pamphlet. The same course will be adopted in the case of the Public Schools, including Fifth Forms which share in the Legislative Grant.

General Regulations.

I. *County and Legislative Grants.*

1. The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School and Fifth Form in the organized counties shall be the total of the sums apportioned on the different bases set forth below in the case of each grade.

NOTE 1.—If the Legislative Grant is not sufficient for, or if there is a balance over, the apportionment on the bases provided below for each class of school, the Minister may make a *pro rata* adjustment of the total in the case of each class.

NOTE 2.—The object of the Grants is to assist School Boards to provide an adequate education for the children of the locality, not simply to reduce the local school rates. The Departmental scheme of apportionment helps those that help themselves.

2. (1) All sums received by a Board of Trustees from the Legislature and the County as a Continuation School or Fifth Form grant shall be expended on the salaries and equipment of said School or Form alone.

(2) In the case of Continuation Schools, on or before June 1st, and, in the case of Fifth Forms, on or before July 15th, of each year—

(*a*) A financial statement shall be submitted through the Inspector concerned, by each Board to the Minister of Education, in a form to be provided by the Department of Education, showing the receipts and expenditures on this account, with such additional particulars as the Minister may require; and

(*b*) As a condition of the payment of the Legislative Grant, the Inspectors concerned shall certify, in a form to be provided by the Department of Education, that, to the best of their knowledge and belief, the provisions of the Regulations have been fully complied with.

NOTE.—Besides inspecting the time table at each of his visits, the Inspector should require the principal to submit to him by the close of the year or on a change in the principalship, a copy thereof with a statement and explanation of any changes made therein during the preceding session.

II. *Equipment.*

3. (1) The Equipment for a Continuation School or Fifth Form shall be for the special needs of such school or form and shall be approved from time to time by the Inspector of Continuation, Public, or Separate Schools, as the case may be.

(2) The date at which the minimum equipment of Continuation Schools or Fifth Forms shall be imperative shall be at the discretion of the Minister of Education, on the report of the Inspector of Continuation, Public, or Separate Schools, as the case may be.

(3) From year to year, School Boards shall expend on equipment such further sums as may be required by the Minister of Education, on the report of the Inspector of Continuation, Public, or Separate Schools, as the case may be.

NOTE 1.—Without the special equipment, the teaching cannot be effective, more particularly without a supply of suitable books for the library and of apparatus

for teaching Science. In rural school sections the course in Science with its Agricultural applications should be made a prominent one. The work in Art, including the drawing of building and other plans, is also important. *For teachers who are not properly qualified in Art and Science, the Minister provides at the University of Toronto free Summer School classes.*

NOTE 2.—At least one locked press or cabinet should be provided to contain the books and the apparatus. The chemicals should be kept in a separate press. For the safe-keeping of all the equipment, the Board should hold the principal responsible; and, on a change of principal, it should investigate the condition of the equipment.

NOTE 3.—The special equipment shall be entered under suitable heads in the catalogue separately from the ordinary equipment, which latter shall not be included in computing the grant for the Continuation Schools or Fifth Forms. The catalogue and the invoices of new equipment shall be inspected at each visit by the Inspector or Inspectors concerned. The invoices shall be kept on file at the school. The various items of the equipment shall also be valued by the inspectors as often as may be rendered necessary by the condition of said items.

III. *Teacher's Qualifications.*

4. A teacher who was qualified for a Continuation School or Fifth Form under the Regulations of 1907 shall remain qualified under the same School Board for the Continuation School or Fifth Form in which he is now teaching.

5. (1) Before appointing a teacher, Boards of Trustees should consult the Inspector of Continuation, Public, or Separate Schools, as the case may be, in order that all the necessary subjects of study may be adequately provided for.

(2) When after due advertisement and offering the highest salary it is able to afford, a Board of Trustees is unable to obtain a legally qualified teacher, a temporary certificate, valid for the current half-year, may be granted by the Minister of Education, on the report of the Inspector concerned, to a suitable person, on application of said Board through the Public or the Separate School Inspector.

Special Regulations for Continuation Schools.

I. *Minimum Requirements.*

Qualifications of Staffs.

6. (1) In a Grade C Continuation School; that is, one in which at least the equivalent of the time of one teacher but less than the time of two, is given the work of the Continuation School, the teacher shall hold a permanent Provincial First Class certificate.

(2) In a Grade B Continuation School; that is, one in which at least the time of two teachers but less than the time of three, is given the work of the Continuation School, each member of the staff shall hold a Provincial First Class Public School certificate, or one shall hold a Provincial First Class Public School certificate and the other a High School Assistant's certificate. The certificate of the Principal shall be a permanent one; that of the assistant may be either permanent or interim.

(3) In a Grade A Continuation School; that is, one in which at least the time of three teachers is given the work of the Continuation School, the Principal shall hold the qualifications of a Principal of a High School, and each of his staff, the qualifications of an assistant teacher in a High School.

(4) Teachers of Continuation Schools shall be granted permanent certificates under the same Regulations as govern the High Schools. Experience gained in a Continuation School shall not be counted as Public School experience.

Courses of Study.

7. (1) The course of study for Continuation Schools shall be that prescribed for the High Schools, of which the following subjects are obligatory on all pupils:

Geography, Arithmetic and Mensuration, English Grammar, Writing, Reading, English Composition, English Literature, History, Art, and Elementary Science.

(2) The organization shall be subject to the approval of the Continuation, Public, or Separate School Inspector, as the case may be.

(3) Without the consent of the Inspector—Public or Separate School in the case of Grade C, and Continuation School in the case of Grades A and B—communicated in writing to the Board of Trustees and the Principal, on the application of the latter, no part of the work of the Middle School shall be taken up in Grade C, no part of the work of the Upper School in Grade B, and, in Grade A, not more than the courses in one of the parts prescribed for admission to the Faculties of Education.

NOTE.—The High School courses of study have been revised. See High School Regulations and Courses of 1909.

Accommodations.

8. (1) The class-rooms of the Continuation School shall be separate from those of the Public School, but the building need not be separate.

(2) The pupils of the Continuation School shall be taught separately from the pupils of the Public School.

Special Equipment.

9. The special equipment shall be of the following minimum values:—

	Grades B and C.	Grade A.
Library	$150 00	$300 00
Scientific apparatus	150 00	300 00
Maps, Charts, and Tellurian	25 00	50 00
Art Models and supplies	25 00	50 00

II. *Apportionment of the Legislative Grant.*

10. (1) Continuation Schools in rural Public and Separate Schools shall not share in the General or the Special Legislative Grants to such Public and Separate Schools.

(2) Continuation Schools in urban municipalities shall not share in the General or the Special Legislative Grants to urban Public and Separate Schools.

(3) After December 31st, 1909, no Continuation School shall be entitled to more than the maximum Legislative Grant for a Continuation School with two teachers, unless (*a*) it has been established by a county council under the provisions of Part II. of *The Continuation Schools Act of 1909*, or (*b*) it had a staff of three teachers before said December 31st.

(4) After the opening of a Continuation School established in a township or an urban municipality by a county council, under Part II. of *The Continuation Schools Act of 1909*, no Continuation School established otherwise than under Part

II. of said Act in said township or urban municipality shall be entitled to share in the Legislative Grant for Continuation Schools.

11. The Legislative Grant to Continuation Schools shall be apportioned on the following bases:

(1) Fixed Grants.

For Grade C, $100; for Grade B, $200; and for Grade A, $300.

(2) On Salaries.

(*a*) For Grade C, twenty-five per cent. of the excess of the Principal's salary over $400. Maximum Grant, $150.

(*b*) For Grade B, twenty-five per cent. of the excess of the two teachers' salaries over $800. Maximum Grant, $300.

(*c*) For Grade A, twenty per cent. of the three teachers' salaries over $1,500, Maximum Grant, $350.

NOTE.—When it is necessary to increase the staff of a Grade A school, it should be established as a High School.

(3) On the Value of the Special Equipment.

10 per cent. of the approved value, the maximum value recognized being as follows:—

(*a*) For Grades B and C: Library, $300; Scientific apparatus, $300; Maps, Charts, and Tellurian, $50; Art Models and supplies, $50.

(*b*) For Grade A: Library, $600; Scientific apparatus, $600; Maps, Charts, and Tellurian, $75; Art Models and supplies, $75.

NOTE.—On application to the Deputy Minister, lists may be obtained of suitable equipments.

(4) Character of the Accommodations.

School.	Grade A.				Grade B.				Grade C.			
Grade of Accommodations.	I.	II.	III.	IV.	I.	II.	III.	IV.	I.	II.	III.	IV.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c	$ c.	$ c.
Closets	4 50	3 25	2 50	2 00	2 00	1 50	1 25	1 00	2 00	1 50	1 25	1 00
Water supply	3 00	2 25	1 75	1 25	1 50	1 25	1 00	75	1 00	75	50	25
Grounds	8 00	6 00	4 50	3 25	3 00	2 25	1 75	1 25	.....	.....	.....	.....
Buildings	4 50	3 25	2 50	2 00	2 25	1 75	1 25	1 00	.....	.....	.....	.....
Class rooms	14 00	10 50	8 00	6 00	8 00	6 00	4 50	3 25	4 00	3 00	2 25	1 75
Laboratory	8 00	6 00	4 50	3 25	4 00	3 00	2 25	1 75	2 00	1 50	1 25	1 00
Halls	2 50	2 00	1 50	1 25	.....	.....	.....	.....	.....	.....	.....	.....
Cap rooms	2 50	2 00	1 50	1 25	1 50	1 25	1 00	75	1 00	75	50	25
Teachers' room	2 50	2 00	1 50	1 25	1 50	1 25	1 00	75	1 00	75	50	25
Desks	7 00	5 25	4 00	3 00	4 00	3 00	2 25	1 75	2 00	1 50	1 25	1 00
Laboratory tables	4 00	3 00	2 25	1 75	3 00	2 25	1 75	1 25	1 50	1 25	1 00	75
Blackboards	2 50	2 00	1 50	1 25	1 25	1 00	75	50	1 00	75	50	25
Lighting	4 50	3 25	2 50	2 00	2 25	1 75	1 25	1 00	1 25	1 00	75	50
Heating	4 50	3 25	2 50	2 00	2 25	1 75	1 25	1 00	1 25	1 00	75	50
Ventilation	8 00	6 00	4 50	3 25	3 50	2 75	2 00	1 50	2 00	1 50	1 25	1 00
	80 00	60 00	45 50	34 75	40 00	30 75	23 25	17 50	20 00	15 25	11 75	8 50

NOTE.—Where the Public and the Continuation School are in separate buildings, and have separate grounds, the sum apportioned to each grade of the accommodations shall be increased one quarter.

(5) On the Grade of the Teacher's Certificate.

12.—(*a*) In Grades B and C, and in the case of the Assistants in Grade A, $20, where, in addition to the minimum qualification, the teacher holds a Degree in Arts from a British University.

(*b*) In Grades A, B, and C, $40, where, in addition to the minimum qualification, the teacher holds the academic qualification of a High School specialist or a degree in Arts from a British University with at least Second Class Honours (66 per cent.) in a department recognized by the Minister of Education.

(*c*) When the teacher has taught with the certificate specified in (*a*) or (*b*) above during the preceding year for less than the year but for at least a term, half of the above grant shall be paid in each case.

(*d*) Before the payment of the grant, the status and the competency of the teacher shall in each case be attested by the Inspector of Continuation Schools, or, should he not have inspected the School, by the Inspector of Public or Separate Schools, as the case may be.

Approved Schools.

13. A Grade A or B Continuation School which fulfils the following requirements shall be entitled, on the report of the Continuation School Inspector, to the status of an Approved School:

Accommodations and Equipment.

(1) The Accommodations of the school, including the laboratory provisions for the teaching of Science, shall be both adequate and suitable for the courses taken up.

(2) (*a*) The Equipment shall be at least the minimum prescribed in Regulation 9 for Grade A Continuation Schools.

(*b*) Equipment for practical work by the pupils in Physics and Chemistry is indispensable.

Staff.

(3) The members of the staff shall be legally qualified and competent to teach all the subjects under their charge.

Organization and Management.

General.

(4) (*a*) The organization of the whole school shall meet the demands of the Regulations and the necessities of the situation.

(*b*) The following shall be the average minimum amount of time to be devoted to each of the following subjects, separately from the other subjects:

(1) *Reading.*—Two lessons of thirty minutes each every week for two years in the Lower School, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished proportionately when the average in the class is greater or less than twenty-five. In all the school subdivisions, Reading shall also be taken up systematically in connection with English Literature.

(2) *Writing,* apart from Book-keeping.—Two lessons of thirty minutes each every week throughout the first year or until the pupils have acquired a graceful, legible business hand.

(3) *Elementary Science*:—

(*a*) For Biology, a lesson for two years in the Lower School, of thirty minutes every day, or the equivalent thereof, during the months of September and October, and from the beginning of April to the end of June, the time for Biology being divided about equally between Zoology and Botany.

(*b*) In Physics and Chemistry a lesson for two years in the Lower School, of thirty minutes three times every week, or the equivalent thereof, during the rest of the school year.

(4) *Physical Culture*:—Drill and Calisthenics shall be taken up at the discretion of the Principal as often as the weather, the accommodations, and the adequacy of the staff will permit.

(5) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate or on account of evident physical disability or of other reason satisfactory to the Principal and approved by the Inspector. In all the forms the sexes shall be separately trained.

(6) Subject to the approval of the Inspector, the Principal may substitute for part of the course in Physical Culture, suitable sports and games in which all the members of a form shall take part and which shall be under the supervision of members of the staff.

(*c*) Schools in which any of the forms or classes are so large as to interfere with the efficiency of the teaching shall not be approved.

NOTE 1.—When in doubt as to the adequacy of the staff, School Boards and Principals should consult the Inspector.

NOTE 2.—In order to secure progressive development and economy of effort, division of a subject among two or more teachers should be avoided. In some schools this may not be practicable in all subjects, but the principle should be observed in the Lower School.

Science Teaching.

(5) The courses in Biology, Physics, and Chemistry, shall be taken up practically throughout by the pupils.

Promotion Examinations.

(6) The adequacy of the pupil's knowledge in the following Lower School subjects should be decided, not only by the character of the exhibits prescribed in Regulation (8) below; but, as is usual in other subjects, by a promotion examination extending over each of the courses; and the Principal should preserve for the Inspector a copy of each of the final examination papers in these subjects with a statement of the total marks obtained in each subject by each pupil:

Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

Status of Certain Pupils.

(7) (*a*) When the Principal admits into the Middle School pupils of his own school, who have not completed satisfactorily to him the Lower School

courses in the subjects enumerated in Regulation (6) above, he should in September provide classes in the course or courses which they have not completed.

(*b*) When pupils enter from other schools the Principal should require them to pursue under his supervision the full Lower School course in the subjects enumerated in Regulation (6) above, unless, after due investigation and examination, he finds in individual cases, that credit may be given for work done in the other school.

NOTE. 1.—The cases of pupils who enter a Non-approved School from an Approved School in which they have completed satisfactorily to the Principal thereof the courses in the subjects enumerated in Regulation (6) above, should be referred to the Inspector.

NOTE 2.—The School Records should show each pupil's Lower School status under the Approved School Scheme, in such a way that, on the retirement of a member of the staff, there may be no doubt as to the situation.

Exhibits.

(8) (*a*) The pupils' work in Art, their note-books in Science, and their exhibits as prescribed for Approved School standing in Book-keeping and Business Papers in Note 1, p. 24, of the High School Course of Study, shall be satisfactory.

(*b*) The complete exhibits of each pupil for each year in the Art, Science, and Book-keeping and Business Papers of the Lower School should be collected by the Principal at the end of June, and held for the Inspector's examination and rating.

(*c*) All exhibits of the Art and Science of the Lower School should indicate, by an intelligible system of dating, when the work was done; and the work submitted for examination should, as far as possible, be arranged in the order in which it was accomplished.

(*d*) Care should be taken to keep separate the first year work and the second year work of each pupil.

Inspector's Examinations.

(9) The Inspector's examinations, both oral and written, shall test whether the work of the different classes, especially those of the Lower School, has been properly done.

Forfeiture of Status.

(10) Subject to the approval of the Minister of Education a school shall lose the status of an Approved School, if the Dean of the Faculty of Education or the Principal of a Normal School reports that the preparation of the pupils from a school in the subjects enumerated in (6) above has not been satisfactory.

Certificates from Approved Schools.

14. A candidate for admission to a Normal School or a Faculty of Education who presents a certificate in the form prescribed in Schedule A, below, and who has passed the prescribed July examination, shall be admitted without further examination.

NOTE 1.—The Departmental approval of a school confers no standing on any of its pupils. Without the Principal's recommendation, no pupil is entitled to exemption from the September examination.

NOTE 2.—The dates of the September examinations for admission to the Normal Schools, with other particulars pertaining thereto, may be obtained each year on application to the Deputy Minister of Education.

NOTE 3.—Particulars as to the examinations of the Faculties of Education are contained in their Calendars, which may be obtained on application to the Registrars of the University of Toronto and Queen's University.

SCHEDULE A.

Form of Certificate.

.....19....

I, ..., Principal of the Continuation School at ....., in the County of ....., an "Approved School" under the Regulations of the Department of Education, do hereby certify,

(1) that ..... attended the above school from ..... to .....; and

(2) that ..... has completed satisfactorily the Lower School courses in:

Reading, Writing, Spelling, Book-keeping and Business Papers, Art, Biology, Geography, English Grammar, and Arithmetic and Mensuration.

.....
Principal.

To the Dean of the Faculty of Education
(or the Principal of the Normal School)
at .....

This certificate shall be endorsed on the Departmental certificate that the candidate has passed the July examination for entrance into the Faculties of Education or the Normal Schools.

SPECIAL REGULATIONS FOR FIFTH FORMS.

1. *Minimum Requirements.*

15. A Fifth Form which complies with the following conditions shall be entitled to share in the Legislative Grant to Fifth Forms in accordance with the following regulations:

(1) The Fifth Form shall not be situated in a municipality or school section in which there is a High School, or a Continuation School established under Part II. of *The Continuation Schools Act of 1909*.

(2) (*a*) The Course of study shall be that prescribed for the Fifth Form of the Public Schools, of which the following subjects are obligatory:

Reading, Literature, Grammar, Composition, History, Geography, Writing, Arithmetic and Mensuration, Art, and Elementary Science.

(*b*) From the other subjects of the Fifth Form and the subjects of the High School Middle School, the Principal may select, with the approval of the Public or Separate School Inspector, as the case may be, communicated in writing to said Principal, such subjects or such parts of the courses therein as may suit the requirements of the locality and be within the competency of the teacher.

NOTE 1.—Notice of the proposed Middle School subjects shall be sent by the Principal to the Inspector of Public or Separate Schools concerned, before the

classes in such work are organized, with particulars as to the special equipment, and the special qualifications of the teacher for such work, and also of the said Middle School work proposed and the provision therefor in the time-table of the school.

NOTE 2.—No Legislative Grant will be paid schools which take up work higher than that of the Fifth Form unless the provision for Forms I.-V. of the Public School course as well as for the Middle School subjects is satisfactory. *Schools shall not be allowed to take up special work for which the provision is inadequate or to sacrifice therefor the interests of the regular classes of the Public School.*

(3) At least an average daily attendance of two pupils who have been admitted in accordance with the provisions for admission to the High Schools.

NOTE.—Pupils may also be admitted to a Fifth Form on the report of the Principal, approved by the Public School Inspector; but the attendance of such pupils shall not be counted in making up the prescribed average. Under this provision pupils may attend all or some of the classes during the winter months.

(4) A teacher with at least a permanent Provincial Second Class certificate.

(5) (*a*) Special equipment of at least the following minimum values:

Library, $50; Scientific apparatus, $50; Maps and Charts, $15; Art Models and supplies, $15.

(*b*) Of the foregoing equipment, the minimum value of the Maps and Charts and the Art Models and supplies and at least 25 per cent. of the minimum value of the Library and Scientific Apparatus shall be provided before the Fifth Form may share in the Legislative Grant. Each year after the first year, 25 per cent. additional of the minimum value of the Library and Scientific Apparatus shall be provided until the minimum value is reached.

NOTE 1.—On application to the Deputy Minister, lists may be obtained of suitable equipment.

NOTE 2.—*As the Legislative Grant is paid only upon items of equipment approved by the Inspector, Boards of Trustees should submit for his approval a list of proposed purchases.*

II. *Apportionment of the Legislative Grant.*

16. In addition to the General and the Special Legislative Grants to Public and Separate Schools, Rural and Urban Fifth Forms which comply with the foregoing minimum conditions shall receive their share of the Legislative Grant to Fifth Forms, apportioned on the following bases:

(1) Fixed Grants.

(*a*) $25 for Grade A; that is, a Public or a Separate School where there is a staff of at last two teachers, the principal giving instruction to not more than the pupils of the fourth and higher forms;

(*b*) $20 for Grade B; that is, a Public or a Separate School where there is a staff of at least two teachers, the principal giving instruction to not more than the pupils of the third, fourth, and higher forms; and

(*c*) $10 for Grade C; that is, for other Public or Separate School Fifth Forms which have complied with the minimum requirements set forth in Regulation 15 above.

(2) On the Value of the Special Equipment.

10 per cent. on the approved value, the maximum value recognized being as follows:

Library, $200; Scientific Apparatus, $200; Maps, Charts, and Tellurian, $50; Art Models and supplies, $50.

NOTE.—In the case of a Fifth Form which has been in successful operation under the present regulations, but which, owing to unavoidable causes, the Board of Trustees has been unable to maintain in any one year, the percentage on the value of the equipment may be paid by the Minister, on the recommendation of the Inspector concerned.

(3) On Salaries.

(*a*) In the case of Grade A, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

10 per cent. of the excess of the principal's salary over $300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $30.

For Urban Schools.

30 per cent. of the excess of the principal's salary over $400. Maximum Grant. $60.

For Urban and Rural Schools.

30 per cent. of the excess of the principal's salary over $600. Maximum Grant, $120.

(*b*) In the case of Grades B and C, the Legislative Grant on Teachers' Salaries shall be apportioned on the following bases:

For Rural Schools.

5 per cent. of the excess of the teacher's salary over $300 in addition to the 40 per cent. from the general and special Legislative Grants to rural Public and Separate Schools. Maximum Grant, $15.

For Urban Schools.

25 per cent. of the excess of the teacher's salary over $400. Maximum Grant, $50.

For Urban and Rural Schools.

30 per cent. of the excess of the teacher's salary over $600. Maximum Grant, $60.

(4) On the Grade of the Teachers' Certificates.

(*a*) In addition to the Legislative Grant to rural and urban Public and Separate Schools on the grade of the teacher's certificate and the length of his successful experience, $10 shall be paid to a teacher who holds a permanent Pro-

vincial First Class Public School Certificate, or to a teacher who, in addition to a permanent Provincial Second Class Certificate, holds a degree in Arts from a British University.

(*b*) When the teacher has taught during the preceding year with the certificate specified in (*a*) or (*b*) above for less than the year but for at least a term, half of the above grant shall be paid in each case.

(*c*) The status and the competency of the teacher shall in each case be attested by the Inspector of Public or Separate Schools as the case may be.

THE DISTRICTS.

17. The yearly apportionment by the Minister of Education of the Legislative Grant to each Continuation School and Fifth Form in the Districts shall be twice the total of the sums apportioned on the different bases set forth above in the case of each grade in the organized counties.

NOTE.—No county equivalent is available in the Districts.

August, 1909.

EXAMINATIONS, 1910: PRESCRIBED TEXTS.

(Circular No. 58.)

HIGH SCHOOL ENTRANCE EXAMINATION.

Selections for Memorization.

Ontario Reader, IV. (New).

The Children's Song, p. 1; Vitaï Lampada, p. 395; The Private of the Buffs, p. 389; The First Spring Day, p. 17; Autumn Woods, p. 103; To the Cuckoo, p. 196; The Maple, p. 141; Heat, p. 128; Aladdin, p. 247; Dost Thou Look Back on What Hath Been? p. 289; from "In Memoriam"; Mysterious Night (Sonnet), p. 394; On His Blindness (Sonnet), p. 393; The Harp that Once Through Tara's Halls, p. 174; Recessional, p. 409.

Roman Catholic Reader, IV.

Abou ben Adhem and the Angel, p. 51; The Destruction of Sennacherib, p. 59; Step by Step, p. 88; The Water Fowl, p. 174; A Day in June, p. 305; The Four-Leaved Shamrock, p. 16; Before Agincourt, p. 129; Waterloo, p. 230.

MODEL SCHOOL ENTRANCE EXAMINATION.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love thou thy land," "Tears, idle tears," and the six interlude songs from the Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden.

Normal School Entrance Examination.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love thou thy land," "Tears, idle tears," and the six interlude songs from the Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; Shakespeare, Julius Cæsar.

Latin.—Cæsar, Bellum Gallicum, Book IV., chaps. 20-38, and Book V., chaps. 1-23; Virgil, Æneid, Book I., vv. 1-510.

Faculty of Education Entrance Examination.

English: Tennyson, Ode to Memory, The Dying Swan, The Lotus Eaters, Ulysses, "You ask me, why," "Of old sat Freedom," "Love thou thy land," "Tears, idle tears," and the six interlude songs from the Princess, The Brook, Ode on the Duke of Wellington, Charge of the Light Brigade, Enoch Arden; Shakespeare, Julius Cæsar, Midsummer Night's Dream.

*Latin:—Cæsar, De Bello Gallico, Books I. and II.; Horace, Odes, Book I., 1, 2, 5, 6, 10, 14, 22, 24, 31, 34, 35, 38; Book II., 3, 10, 14, 15, 16, 18; Book III., 1, 2, 3, 4, 5, 13, 21, 23, 24, 25, 29, 30; Book IV., 2, 4, 5, 7, 15.

Virgil, Æneid, Book I., vv. 1-510; Cicero, In Catilinam, I. and III.

Greek: Xenophon, Hellenica (Philpotts' Selections, sections I. and II.); Homer, Iliad I., 1-350; III., 121-244; VI., 66-118, and 237 to the end; Odyssey VI. and IX.

French:—Lamennais, Paroles d'un croyant, Chaps. VII. and XVII.; Perrault, le Maître Chat ou le Chat botté; Dumas, Un nez gelé, and la Pipe de Jean Bart; Alphonse Daudet, la dernière Classe, and la Chèvre de M. Seguin; Legouvé, la Patte de dindon; Pouvillon, Hortibus; Loti, Chagrin d'un vieux forcat; Molière, l'Avare, Acte III., sc. 5 (Est-ce à votre cocher . . . sous la mienne); Victor Hugo, Waterloo, Chap. IX.; Rouget de l'Isle, la Marseillaise; Arnault, la Feuille; Chateaubriand, l'Exilé; Théophile Gautier, la Chimère; Victor Hugo, Extase; Lamartine, l'Automne; De Musset, Tristesse; Sully Prudhomme, le Vase brisé; La Fontaine, le Chêne et le Roseau; Scribe, le Verre d'eau; Malot, Remi en Angleterre, (ed. Margaret de G. Verral. Pitt. Press.)

German:—The texts contained in the High School German Reader. Hauff, das kalte Herz; Baumbach, Der Schwiegersohn; Elz, Er ist nicht eifersüchtig; Wichert, Post Festum.

For candidates who substitute special courses in English for the course prescribed in Latin, under provisions of section 5 (2) of Circular 19 of January, 1908, the following courses are prescribed:—

I. English Literature—

Familiarity with and intelligent appreciation of the following texts:

Chaucer:—The Prologue; Spenser:—The Faerie Queene—Book I.; Milton:—Paradise Lost—Book I.; L'Allegro and Il Penseroso; Pope:—The Rape of the Lock, The Prologue to the Satires; Goldsmith:—The Traveller, The Deserted Village; Wordsworth:—Ode on Intimations of Immortality, The Reverie of Poor

*Note.—The continuous passages of English for translation into Latin will be based on Cæsar.

Susan, Lucy Gray, Hart-leap Well, Lines composed a few miles above Tintern Abbey, Yarrow Unvisited, Yarrow Visited, Yarrow Revisited; Tennyson:—In Memoriam (one paper.)

II. The History of the English Language and Literature—

A Brief History of the English language—By O. F. Emerson (The Macmillan Co.)

The History of English Literature as developed in the lives of the following in The English Men of Letters Series: Chaucer, Spenser, Milton, Pope, Goldsmith, Wordsworth, Tennyson (one paper).

June, 1909.

DEPARTMENTAL EXAMINATIONS.

(Circular No. 19a.)

ADMISSION TO FACULTIES OF EDUCATION, NORMAL AND MODEL SCHOOLS.

Examiners.

1. (1) Except when necessary for special subjects the Examiners-in-chief for admission to the professional schools shall be selected as follows:

For the Model Schools, from the staffs of the Model Schools; for the Normal Schools, from the staffs of the Normal Schools; and, for the Faculties of Education, from the staffs of the said Faculties and of the Normal Schools; with, in the case of each Board, one or more of the Inspectors of Public and Separate Schools, Continuation Schools and High Schools.

(2) The Examiners-in-chief for any examination shall act as a Board of Examiners for that examination and shall be jointly responsible for the preparation of all the question papers and the determining of the results.

Associate Examiners.

2. (1) The Associate Examiners to read and value the answer-papers of candidates for admission into the Faculties of Education and the Normal Schools shall be graduates of a British University or Specialists according to the regulations of the Department of Education, who are actually engaged in teaching, and who hold permanent High School certificates.

(2) No Associate Examiner for the above examinations will be appointed to read the answer-papers in a subject which he is not actually engaged in teaching.

(3) The Associate Examiners to read the answer-papers of candidates for admission to the Model schools shall be holders of Permanent First-Class certificates, who are actually engaged in teaching in Model Schools, Continuation Schools, or Fifth Classes.

3. Except for special reasons, no Examiner or Associate Examiner shall be appointed for more than three consecutive years.

Examination Papers.

4. (1) One examination paper shall be set in each subject except in the case of Latin, Greek, French, German, and Biology, in each of which subjects there shall be two papers.

(2) The papers set for admission to the Faculties of Education and the Normal Schools shall be different from those set for University Matriculation. Optional questions may be given in a paper at the discretion of the Board of Examiners. Candidates for admission to the Faculties of Education may substitute for one or more of the papers those set in a department for Honour Matriculation in the same or a more extensive course.

(3) At the examinations in English Composition, an essay or a letter or both shall be required, to which special importance shall be attached. Questions in Rhetoric may also be set at the examination for Entrance into the Faculties of Education; but no candidate shall be passed who does not satisfy the Examiners in Composition.

(4) In addition to passages from the prescribed authors, sight passages shall also be set at the examinations in English Literature, Greek, Latin, French, and German.

Examination Standards.

5. (1) For a pass the standard shall be 60 per cent. of the aggregate marks of the papers on the subjects prescribed for the examination, as well as 40 per cent. on each paper. For honours it shall be 75 per cent. of the aggregate. Each examination paper shall be valued at 100, except in the Latin papers of the examination for Entrance into the Normal Schools, which shall be valued at 75 each.

(2) If, after all the answer papers have been read, any examination paper should be found by the Board of Examiners to be easier or more difficult than required, the minimum on the paper shall be correspondingly increased or diminished.

(3) At all the examinations for entrance into the professional schools, a report signed by all the members of the staff concerned as to the standing of their candidates will be taken into account in settling the results. Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination shall be included in this report. Such a report must be received at the Department not later than the first day of the examination to which the report refers.

6. (1) A candidate who makes the required aggregate but who fails to obtain the minimum in a subject, may be passed at the discretion of the Board of Examiners, provided he was reported by the staff of the school as competent and such report is found to be satisfactory.

(2) A candidate who has failed at the examination for Entrance into the Faculties of Education, but who has obtained 40 per cent. of the aggregate of the marks for each part and 25 per cent. of the marks of each paper thereof, may on application to the Minister of Education be granted admission to a Normal or a Model School.

(3) A candidate who has failed at the examination for Entrance into the Normal Schools but who has obtained 40 per cent. of the aggregate marks therefor and 25 per cent. of the marks for each paper may on application to the Minister of Education be granted admission to a Model School.

Appeals.

7. (1) The papers of all candidates, who, on the reading of the Associate Examiners, are found to have failed in any way by not more than a reasonable margin, shall be at once re-read by the Board of Examiners. Candidates who still fail on this second reading shall have their statements of marks stamped *re-read,* and in these cases no appeal will be allowed.

(2) Candidates who fail and whose papers have not already been read by the Board of Examiners may have their papers so re-read by making an appeal before September 1st and paying a fee of $2.00.

(3) Should illness, bereavement or any other unavoidable cause interfere with a candidate's examination, such circumstances shall be duly considered by the Board of Examiners; but only when reported to the Department, with satisfactory documentary evidence, immediately at the close of the written examination.

Certificates.

8. The Board of Examiners shall report the results of the examination to the Minister of Education, and, when approved, certificates shall be issued to the successful candidates and statements of marks to those unsuccessful.

Communications.

9. All communications in regard to examinations shall be addressed to the Deputy Minister of Education.

February, 1909.

DEPARTMENTAL EXAMINATIONS IN TERRITORIES WITHOUT COUNTY ORGANIZATION.

(Instructions No. 15.)

The cost of conducting these examinations will be defrayed as follows:—

I. High School Entrance Examination.

The Minister of Education will pay the cost of presiding, of reading the answer-papers, and of recording and reporting the results, and any necessary travelling expenses as provided in sections 14, 15, 16 and 17 of Cir. 57a.

II. Model, Normal, and Faculty Entrance and the July Matriculation Examinations.

The Minister of Education will pay the cost of presiding at $4 a day and the usual cost of conveyance for one return trip between the Presiding Officer's place of residence and the centre at which he presides.

III. For all the above examinations the School Board at each centre shall pay the cost of the stationery and other necessary supplies and all other incidental expenses.

IV. Requisitions for payments as in I. and II. above must be made immediately after the close of such examination, to the Deputy Minister of Education. Such requisitions must be accompanied by full particulars and vouchers for all payments made and must be certified to by the Public School Inspector.

V. Candidates at any centre in a territory without county organization are not required to pay fees for any of the above examinations.

May, 1909.

EXAMINATIONS.

(Instructions No. 5.)

Instructions to Presiding Officers, 1909.

Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out:—

1. Each Inspector or such other person as may be appointed a Presiding Officer by the Minister, shall receive from the Department or the Inspector, the examination papers, and shall thereupon be responsible for the safe keeping of the bag and its contents until the examination is concluded.

2. On the receipt of the bag containing the question papers the Presiding Officer will see that the seal is intact. The bag can be opened by cutting the cord, and when opened the names and numbers of the envelopes containing the question papers should be verified with the time-table. Should any question envelopes be missing, *telegraph the Department at once.*

3. The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

4. The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who through some oversight did not send their applications to the Inspector. The names of such candidates are to be entered in the Supplementary List, (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee with one dollar additional as provided, shall be sent by the Presiding Officer to the Department. The remainder of the fee shall be sent to the Board that bears the expense of the examination.

5. The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged, and he *shall not give his attention to any work other* than that which pertains to his duties as Presiding Officer. He shall take all necessary care to *render it impossible for the instructions to candidates to be violated without*

his knowledge. This instruction (5) is to be observed, *however small may be the number of candidates.*

6. It is IMPERATIVE that the regulations be enforced by the Presiding Officer and strictly observed by the candidates. In particular, the examination papers shall be distributed, and the answer papers collected, *punctually* at the time indicated on the time-table. The Presiding Officer has no authority to deviate from the official time-table.

7. In the examination room, candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at least *five minutes* before each other subject is begun.

8. The necessary stationery includes pens, blotting-paper, black ink of a uniform colour, and the authorized examination answer books. Each candidate will receive *one* examination-book and *one* answer-envelope at the *beginning of each examination period* and other books as required during said period. No paper other than the examination-book must be distributed to the candidates, and no paper, examination-book or other book must be brought into the room by any candidate. (The Presiding Officer's attention is called to the instructions as to the use of the examination-books on the first page thereof.)

9. No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination; and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than *twenty-five* candidates.

10. The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties, drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. *Great care should be taken in distributing the proper number and kind of envelopes* and examination-books and in accounting for such envelopes and examination-books as have been distributed. (Also see 3 (*a*) page 255.)

11. *Punctually* at the time appointed for the commencement of each examination, the Presiding Officer shall, in the examination room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelope containing the question papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over no examination papers other than those which the candidates receive, shall be taken out of the room.

12. *Punctually* at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers *immediately,* duly fastened in the envelopes.

13. The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects) and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name) he shall check the same by entering the figure "1" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates

on the tally-list *in the same order as found on the official list of candidates* (Form 44). The names of extra candidates are to be added after the names of those on the official list. After the papers are handed to the Presiding Officer he shall not allow the answer-envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the Department. The answer-papers as well as the question-papers should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

14. For special instructions regarding the examinations in Stenography, Biology, etc., see the circular which is forwarded to each Presiding Officer prior to the examination.

Instructions to Candidates.

(To be read to candidates as indicated on time-table.)

1. Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination, and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any centre other than that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

2. Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and other candidates.

3. A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

4. Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below or on the first page of the examination-book; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; *should he leave his answers so exposed that any candidate may copy from him;* should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

5. Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination-book. If he write his name

or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

6. The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed); he may use the unruled sides in preparing the answers in rough. He shall fold his examination-book (or books) once across, place it in the envelope provided by the Presiding Officer, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided, his name in full (surname preceding), and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarship candidates should designate their answers, and also the envelopes containing their answers, "Pass" or "Honour" according to the papers taken.

Every candidate competing for a scholarship, who also desires standing for Entrance to the Faculties of Education, must write upon all the subjects of this Entrance course which are not included in his scholarship examination. He must place the answers in his scholarship subjects in the scholarship (red) envelopes, and the answers in the Entrance subjects in regular Entrance envelopes.

7. Candidates for the examinations for Entrance to the Normal Schools or the Faculties of Education who take extra Matriculation papers for the *purpose of Matriculation standing,* should place the answers to such extra papers in Matriculation envelopes and the Presiding Officer shall enter their names (if this has not already been done) on the matriculation tally-list. Such extra matriculation papers are to be returned to the Department along with the answers of the regular matriculation candidates. *Parts A and B of the Matriculation History and Experimental Science papers are to be put in separate envelopes.*

8. Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

Should any error appear to have been made in any question, *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer, who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

9. In case of the illness of any candidate during the examination, the Presiding Officer should report full particulars to the Department *immediately at the close of the examination* and his report should be accompanied by a *medical certificate,* stating precisely the nature of the illness, and the time and duration of its occurrence. Certificates received after this date will not be considered by the Board of Examiners when determining the results of the examination.

To be read to candidates by the Principal previous to the examination.

1. Candidates should see that they use the correct answer-envelopes as follows:

(*a*) Model School Entrance candidates use the manilla envelopes designated "Entrance to Model Schools."

(*b*) Normal School Entrance candidates use the manilla envelopes designated "Entrance to Normal Schools."

(*c*) Faculty Entrance candidates use the manilla envelopes designated "Entrance to the Faculties of Education."

(*d*) Pass (junior) Matriculants use the white envelopes designated (in red ink) "Junior Matriculation."

(*e*) Honour (senior) Matriculants use the envelopes designated "Honour Matriculation."

(*f*) Scholarship candidates use the red envelopes designated "Matriculation Examination (Scholarship)," for all their matriculation papers whether pass or honour.

(*g*) Commercial Specialist candidates use the manilla envelopes, designated "Commercial Specialist Examination."

(*h*) Candidates for more than one of the above examinations will place their answers for the different examinations in the respective envelopes as indicated above.

2. Scholarship candidates who desire standing for Entrance to the Faculties of Education should not make application therefor until after the scholarship results are made known.

3. The Department does not furnish statements of the matriculation standing obtained by scholarship candidates, either for *pass* or *honours*.

4. As certificates for Entrance to the Normal School or to the Faculties of Education are accepted *pro tanto* for matriculation purposes, matriculation certificates covering the subjects included in the former certificates are not issued.

5. Cases of illness during the examination should be reported by the Presiding Officer to the Department *immediately at the close of the examination* and should be accompanied by a *medical certificate* stating precisely the nature of the illness, and its time and duration.

6. *The answer papers of all candidates are read carefully by boards of Associate Examiners selected from the successful teachers of the Province. All papers on a subject are valued according to a uniform scale of marks decided upon by the Examiner-in-chief in consultation with the section of Associate Examiners in charge of that subject. Every paper which is valued near the pass mark by an Associate Examiner is re-read by the chairman of the section.*

After the results are made up from the marks thus assigned, the papers of all candidates for Model, Normal and Faculty Entrance examinations who have failed by not more than a reasonable margin in any way will be immediately re-read by the Examiner-in-chief. Candidates who have still failed on this supplementary reading will receive statements of marks endorsed with the word "Re-read." No further appeal will be allowed in such cases.

In addition to the precautions outlined above, the addition and transferring of marks will be carefully checked on all answer papers by a competent staff of clerks.

No appeal is allowed in case of scholarship candidates.

In all other cases of failure where the statements of marks are not endorsed as "Re-read," an appeal will be allowed if desired. In view of all the precautions taken, however, an appeal on any of the Entrance examinations would seem to be useless.

7. Pupils making appeals must state where they wrote and the examination attempted. Principals sending in appeals in behalf of students should make *each appeal on a separate sheet of paper*. The fee is $2, which is refunded if the appeal is sustained.

8. Any candidate who is prevented from attending the examination for which he applied, may have his fee refunded by applying to the School Board or other body that bears the expense of the examination for that part which it receives and to the Department for that part which it receives.

9. Candidates who do not make application until the day of examination are charged $1 extra.

Making Reports and Returning Answers to the Department.

1. The Presiding Officer shall report to the Department at the close of the examination in the "remarks" column of the Diagram Blank (Form 292) any particulars in which the instructions, etc., were not observed and he shall mention any facts regarding the examination that he deems expedient to have brought before the Boards of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

2. The Presiding Officer, as part of his report to the Department, shall send a diagram of *each room* on the forms provided (Form 292), showing the position occupied by each candidate and Assistant Presiding Officer during the examination. *Candidates shall not be permitted to change positions.*

3. (*a*) *The Presiding Officer shall not arrange the answer-papers according to subjects, but shall arrange them so that all the answers of each candidate for examination shall be sent together* [*except as specified in* (*b*)] *and in the order in which their names appear on the list of candidates for the Examination.* (*Form 44.*) *To facilitate this, elastic bands have been supplied, one for each candidate's set of answers.*

(*b*) Where a candidate takes papers belonging to different examinations, such papers are to be divided according to the examinations taken, and each parcel sent with those of the other candidates for these examinations, except that all the pass and honour matriculation answer-papers written by a *scholarship candidate* should be placed in red envelopes and returned in one parcel at the close of the Scholarship examination, and such papers should be checked upon the scholarship tally-list.

4. The prompt return of the answers to the Department at the close of the respective examinations is essential, and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-list*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each examination must be returned in its respective bag with the candidates' answer-envelopes.

5. The answers of the candidates taking the examination for Entrance into the Model Schools, together with the corresponding tally-list, shall be returned securely tied, at the close of this examination, in one of the bags provided.

6. The answers of the candidates for (*a*) the examination for Entrance into Normal Schools and (*b*) the Commercial Specialists' examinations, together with the corresponding tally-lists, shall be returned in separate parcels, at the close of these examinations, in one of the bags provided.

7. The answers of the candidates for the examination for (*a*) Junior Matriculation, (*b*) Entrance into the Faculties of Education, (*c*) Honour Matriculation, and (*d*) Scholarships, together with the corresponding tally-lists, shall be returned

in separate parcels, securely tied, at the close of those examinations, in one of the bags provided.

8. (*a*) Each bag shall be so folded and tied that the words, "The property of the Education Department," will be outwards. The shipping tag should be securely attached to the strap on each bag.

(*b*) All the express charges *must be prepaid,* and no commercial value should be placed upon the bags and contents.

(*c*) All surplus examination papers may be given at the close of the examination to the Principal of the school.

(*d*) All surplus answer-envelopes and name slips should be returned to the Department in one of the bags containing candidates' answers.

Expenses of the Examination.

The Treasurer of the High School Board or of the Public School Board of the school where the examination is held shall pay, on the certificate of the Public School Inspector, all the expenses of the examination, which shall include the following:

1. For preparing the list of candidates the Inspector shall be entitled to the remuneration of $2.00, providing that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examinations on which candidates write, will determine the amount paid for this service.

2. For conducting the examination each Presiding Officer and each Assistant Presiding Officer shall be entitled to $4.00 a day and railway fare or the ordinary cost of conveyance.

3. For meeting the incidental expenses of the examination, the cost of stationery, etc., and the payments for any additional services required during the examination.

General Information and Instructions.

1. The examination fees are: Examination for Entrance into the Model Schools, $5; examination for Entrance into the Normal Schools, $5; examination for Entrance into the Faculties of Education, Part I. or Part II., each $3, taken together, $5; if this examination be divided, as provided in Circular 19 of 1908, sec. 5 (2), $3 for each part; examination for Commercial Specialists, $5; examination for Junior Matriculation, $5; Honours or Scholarship Matriculation, $5; for candidates taking not more than *four* papers (not subjects) for the purpose of completing Matriculation standing, $2; for more than four papers, $5. If the fees for the examination which a candidate desires to take amount to more than $5, only $5 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is $5, $3 or $2, the amount to be sent to the Department is $3, $2, or $1 respectively. The remainder of the fees received is to be forwarded to the School Board or other body that bears the expenses of the examination.

2. Applications will not be received by the Inspector after the 24th day of May, and candidates are reminded that they should in no case forward their applications

to the Department. If the candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of question-papers has been forwarded. An additional fee of $1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

February, 1909.

DUTIES OF THE REGISTRAR WITH RESPECT TO EXAMINATIONS.

(Instructions No. 7.)

1. The Registrar of the Department of Education shall preside, as Chairman, at all meetings of the Boards of Examiners, or of any committee thereof, and shall furnish all necessary information. All cases of dispute at meetings of the Boards or Committees shall be settled by a majority of the Examiners-in-chief. In case of a tie the Chairman shall have the casting vote.

2. During the reading of the answer papers the Registrar shall see that the instructions to Associate Examiners hereinafter outlined are observed. He shall assign a pseudonym to each Associate Examiner, and shall have power, in case of necessity, to transfer Associate Examiners from one section to another.

3. As far as practicable, he shall disclose to no one the name of the candidate or of his examination centre.

4. He shall exercise a general supervision over the printing and distribution of the question papers, and over the sorting, numbering, and otherwise preparing the envelopes containing the answers, so that the answers may be conveniently read by the Examiners-in-chief and the Associate Examiners. He shall have charge of the reading of the answer papers, and, after the reading, he shall superintend the entering of the marks in the books by the clerks of the Department and the preparation of the results, so that they may clearly indicate the subjects in which candidates have passed or failed.

5. He shall take the necessary steps in order that appeals may be read as speedily as possible.

Duties of Examiners-in-chief.

6. Each Examiner-in-chief shall be required to discharge all duties pertaining to his office, and no duty which an Examiner-in-chief is appointed to perform shall be delegated to another Examiner-in-chief without the approval of the Minister or the University Matriculation Board, as the case may be. Each Examiner-in-chief shall prepare the examination papers assigned to him within the limits of the courses of study for which they are prescribed, and of the authorized text-books.

7. The papers set for the examinations for entrance into the Faculties of Education, the Normal Schools, and the Model Schools, shall be prepared in accordance with the requirements of candidates desiring to become teachers.

8. In the prose composition papers in Classics and Modern Languages the vocabulary and idioms required shall be such as are found in the prescribed authors and text-book.

9. Each paper in a department shall be signed by the Examiner-in-chief in that department, and shall be approved by the Board of Examiners at a meeting held for the purpose before it is submitted to the Registrar to be printed for distribution to the examination centres.

10. The Examiners-in-chief shall be present at the beginning of the reading of the answer papers. Each Examiner-in-chief shall discuss with the Associate Examiners in his section the character of the answers required by the question, and especially the value of incomplete or imperfect answers, so as to insure, as far as possible, uniform marking. In cases of differences of opinion on any point, the decision of the Examiner-in-chief shall be final; and, *without the consent of the Examiner-in-chief concerned, no Associate Examiner shall set aside any part of the agreement made as the result of this discussion.* Any additional necessary allowance shall be made by the Revising Board on the report of the chairman of the section through the Registrar.

11. Such of the Examiners-in-chief as may be appointed a Revising Board shall duly consider and report upon all doubtful and special cases. They shall also decide the cases, if any, in which the answer papers shall be re-read by the Examiners-in-chief.

12. With such assistants as may be appointed for that purpose, the Examiners-in-chief shall re-read at the Department the papers of all Normal Entrance and Faculty Entrance candidates who fail by not more than a reasonable margin in any way. They shall also read the appeals and make, through the Revising Board, such reports as are provided for in 11 above.

13. The Examiners-in-chief shall report, through the Registrar, to the Minister and to the University Matriculation Board the pseudonyms of all Associate Examiners whose work appears to have been performed with carelessness or incapacity, or who have shown any substantial disregard of their instructions.

Duties of Associate Examiners.

14. The Associate Examiners shall be classified into sections according to the subjects of examination, and a chairman shall be appointed in each section by the Registrar. The chairman of each section shall have a general oversight of the work done in his section, and shall see that the regulations are carried out *and that the marking is uniform.* He shall also report to the Revising Board, through the Registrar, any matters that require its attention.

15. An Associate Examiner shall not have in hand more than ten papers at one time, nor shall he have more than one envelope open upon his table at one time, and he shall return each examination book to its proper envelope. As soon as an examination book is removed from its envelope the candidate's number shall be placed on the front page of the book. *The envelopes, with their enclosures, must be returned in the numerical order in which they are received.* In cases of suspected copying the Associate Examiner shall note on the face of the envelope, "Copying, see No....., question....," and through the chairman of the section report the case at once to the Registrar. In such cases the Associate Examiner and the chairman of the section shall make a detailed report of the grounds of suspicion.

16. In the case of the papers in *English Grammar, Literature* and *Composition,* one mark shall be deducted for each mis-spelt word and one mark for each instance of incorrect English. At all examinations in Arithmetic, either arithmetical or algebraical solutions shall be accepted.

17. In reading the answer papers each Associate Examiner shall mark distinctly in the left hand margin the value assigned by him to each answer or partial answer, and shall place the total on each page at the foot of the margin and enter this total at the top of the next page; he shall place the result on the face of the envelope, indicating in the case of the papers in English Grammar, Literature and Composition, the deduction for mis-spelt words and incorrect English thereon, thus, *e.g.,* Grammar, 80—2 sp.—4 f. s. = 74. He shall also sign his pseudonym on the envelope of each examination book examined.

18. Associate Examiners shall be in their respective places so that the reading may commence promptly at the time specified, viz., 9 a.m. and 2 p.m., and no Associate Examiner shall stop work before the hours of closing, viz., 12 noon and 5 p.m., without reporting to the chairman of the section and obtaining his consent.

19. Associate Examiners shall refrain from all unnecessary conversation or other causes of disturbance, and shall devote themselves strictly to the work of the examination; they shall keep a record of the papers read each day, and shall report the results of their work to the chairmen of their respective sections.

20. *Associate Examiners shall not at any time enter the rooms of other sections unless when it is necessary to do so in entering or leaving their own rooms, or when the sanction of the Registrar has been obtained.*

21. *The work is confidential throughout.* Should the identity of an examination centre or of any particular candidate be discovered by an Associate Examiner, he shall report the fact without any delay to the Registrar, or, in his absence, to the clerk of committees, who shall change the Associate Examiner, or make such other arrangements as he may deem expedient.

22. The instructions herein contained, so far as they relate to the examinations of the Department of Education and to matriculation into the University, shall be subject to amendment from time to time with the approval of the Department of Education and of the Senate of the University of Toronto respectively.

February, 1909.

MEMORANDUM TO PUBLIC AND SEPARATE SCHOOL INSPECTORS.

A circular from a Business College in Chatham, Ontario, offering prizes to Public and Separate School Inspectors, teachers, and pupils in connection with a "special penmanship contest" has just been received by the Department of Education.

Among the conditions of the "contest" are the following, on page 2:

> (1) Students must have a copy of the book (Writing Lessons) by McLaughlin & Co., and have used it at least six consecutive months prior to June 1st, 1911; and
>
> (2) Teachers must teach from it in the school room and also have a copy at least four consecutive months prior to June 1st, 1911.

It appears, also, that for the purposes of this "contest" the publishers have obtained from Inspectors "a great number of lists" of their teachers, and that,

as it is not complete, they are still pressing those who have not yet responded. Some Inspectors also have given "unsolicited" testimonials, which the publishers are using for advertising purposes in this connection. Under any circumstances, complicity on the part of an Inspector in such a scheme is illegal. Under present circumstances, it is worse than illegal, for the publishers offer money prizes for the Inspectors themselves.

While the Minister believes that the Inspectors in fault have been imposed upon or have not realized the seriousness of their action, it is now his duty to call their attention to the penalties provided in Section 28 (1) of the Department of Education Act of 1909. Moreover, as not all the names of those who have associated themselves with the scheme of the publishers are known to the Department, the Minister is obliged to notify hereby each of the Public and Separate School Inspectors that the Government grant towards salary must be withheld until an assurance has been received either that he has taken no part in this scheme or that he has countermanded any illegal instructions he may have given his teachers, and that, so far as he is aware, the book is not now in use in his schools.

Pending the issue early in 1910 of Regulations for the guidance of Inspectors, the Minister now forbids them to furnish lists of their teachers to any person or any body except the body or bodies that appointed them, unless under his instruction or with his approval. It is also clear that henceforth greater care must be exercised in giving testimonials to persons who desire to have financial relations with the schools.

The Minister is as anxious as the Inspectors can be to further the interests of education, and he will aid his officers in every legitimate undertaking for this purpose. He will, however, permit no course of action that is contrary to the Act and the Regulations, or which will embarrass him in carrying out the educational policy for which he is responsible.

November 29, 1909.

II. ORDERS IN COUNCIL.

John Voaden, M.A., appointed Assistant Master in the Hamilton Normal School. Approved 6th January, 1909.

High School in the North-West part of city of Toronto established. Approved 14th January, 1909.

British system of spelling and pronunciation, as set forth in the Imperial Dictionary, adopted for the text-books to be used in the schools of the Province. Approved 14th January, 1909.

R. J. Beeman appointed Janitor in the Toronto Normal School. Approved 27th January, 1909.

The B.A. General Proficiency Course, which may be taken by candidates for Public School Inspectors' certificates at Queen's University. Approved 24th March, 1909.

Mrs. Margaret Ellen Stewart appointed Matron of the Institution for the Blind. Approved 14th April, 1909.

Wm. Henry Lamb appointed Farmer and Gardener at the Institute for the Deaf and Dumb. Approved 14th April, 1909.

The tender of the T. Eaton Co., Limited, for the printing and binding of the Ontario Readers accepted. Approved 21st April, 1909.

Four second-class certificates granted in accordance with Sub-section 10 (*a*) of Section 23 of the Department of Education Act and Section 12 of the Normal School Syllabus and Regulations. Approved 4th May, 1909.

Walter Hunt appointed Carpenter at the Ottawa Normal School. Approved 11th May, 1909.

T. W. Aikins appointed Clerk in the Department of Education. Approved 27th May, 1909.

The Continuation School at Carp, Carleton County, and the High Schools at Simcoe and Norwood, included with those schools in which agricultural training shall be given, as mentioned in Orders-in-Council of 13th June, 1907, and 24th September, 1908.

Wm. Watson appointed Caretaker of the Ottawa Normal School. Approved 3rd June, 1909.

L. E. A. Payment, M.A., appointed Principal of the English-French Training School at Sturgeon Falls. Approved 22nd June, 1909.

Twelve graduates of the Lillian Massey School of Household Science and Art granted certificates of qualification as teachers of Household Science in the Public and High Schools.

A. C. Casselman appointed Principal, and W. J. Karr and Jas. C. Morris appointed Assistant Masters of the North Bay Normal School. David Whyte appointed Assistant Master of the Toronto Normal School. Approved 29th June, 1909.

Twelve graduates of the Macdonald Institute, Guelph, granted certificates of qualification as teachers of Household Science in the Public and High Schools. Approved 20th July, 1909.

Text-book regulations. Approved 30th July, 1909.

Regulations regarding the Sturgeon Falls Training School. Approved 31st July, 1909.

Regulations regarding Model Schools. Approved 31st July, 1909.

Regulations regarding Kindergartens. Approved 31st July, 1909.

Regulations regarding North Bay Normal School and the renewal of District Certificates. Approved 31st July, 1909.

Regulations regarding Continuation Schools and Fifth Classes. Approved 24th August, 1909.

Regulations regarding Elementary Industrial Arts in Public and Separate Schools of villages and towns. Approved 24th August, 1909.

Walter R. Nursey appointed Inspector of Public Libraries. Approved 24th August, 1909.

Charles Ramsay appointed Instructor in Art; Katherine J. McCaig, Instructor in Household Science; J. Norman Eagleson, Instructor in Music, at the North Bay Normal School. Approved 2nd September, 1909.

Agreement with the Educational Book Company, Limited, respecting the right to print, publish and supply the Ontario School Book-keeping. Approved 3rd September, 1909.

Regulations regarding High Schools and Collegiate Institutes. Approved 14th September, 1909.

The following appointments to the Department of Education, approved 14th September: Allen Ker, Assistant Registrar; J. A. Brown, Registrar's Branch; Geo. E. Barnes, Library of the Department.

High School established in the Town of Haileybury. Approved 21st September, 1909.

John Clark appointed Caretaker of the Normal School at North Bay. Approved 24th September, 1909.

Miss Lillian Davey appointed to the staff of Normal Model School at Toronto. Approved 24th September, 1909.

Regulations regarding Elementary Agriculture and School Gardens in rural and village Public and Separate Schools. Approved 30th September, 1909.

S. D. Egan appointed Engineer of the North Bay Normal School. Approved 30th September, 1909.

George Henderson appointed Engineer of the Hamilton Normal School. Approved 13th October, 1909.

A. F. Hagerman appointed Instructor in Manual Training at the North Bay Normal School. Approved 20th October, 1909.

J. A. Houston, M.A., appointed Returning Officer in the elections for the Advisory Council of Education, owing to the illness of R. W. Anglin, M.A., Registrar. Approved 26th October, 1909.

Agreement with the Hunter, Rose Company, Limited, respecting the right to print, publish and supply the Ontario High School Arithmetic. Approved 28th October, 1909.

Agreement with the MacMillan Company, Limited, respecting the right to print, publish and supply the Ontario High School Chemistry; also the Ontario High School Laboratory Manual in Chemistry. Approved 28th October, 1909.

Agreement with the Copp, Clark Company, Limited, respecting the right to print, publish and supply the High School German Grammar; also the Ontario Public School Speller. Approved 28th October, 1909.

Agreement with the Morang Educational Company, Limited, respecting the right to print, publish and supply the Ontario High School Physical Geography; also the Ontario High School Ancient History. Approved 28th October, 1909.

Miss Stella Slater appointed Pianist in the Toronto Normal and Model Schools. Approved 4th November, 1909.

M. H. Thompson, appointed Clerk in the Registrar's Branch of the Department of Education. Approved 25th November, 1909.

Agreement with the Copp, Clark Company, Limited, respecting the right to print, publish and supply the High School German Grammar, and rescinding Order-in-Council of 28th October respecting said book. Approved 23rd December, 1909.

Parry Sound Continuation School (Laboratory).

APPENDIX J. — REPORT OF THE INSPECTOR OF CONTINUATION SCHOOLS.

To the Honourable R. A. Pyne, M.D., LL.D.,

Minister of Education of the Province of Ontario.

Department of Education, Toronto, Ontario.

Honourable Sir,—I have the honour to submit herewith my report on the Continuation Schools of the Province of Ontario for the year ending December 31st, 1909.

Owing to the punctuality and accuracy of the Principals of the schools in sending in their annual statements it has been possible to include in the appended table of statistics the actual figures for each school up to the close of the present year.

The few Fifth Classes in which the teacher devotes whole time to Continuation work are also included in this as in former reports.

I have the honour to be,

Sir,

Your obedient servant,

R. H. COWLEY

Toronto, Dec. 31st, 1909.

REPORT OF THE INSPECTOR, 1909.

The Continuation Schools Act.

Perhaps the most important fact to be noted in the fourth annual report of the Continuation Schools is the legislation assented to on April 13th, 1909, whereby these schools were brought under a special Act affording wider provisions for their organization and maintenance.

Owing to the elasticity of the conditions under which Continuation Schools may henceforth be established and the liberal provisions for their financial support, a door to the highest educational opportunity has been opened to every child in the Province. It now rests with the people of each locality to initiate the simple steps securing this end.

The new Act offers a choice of three ways in which a Continuation School may be established:—

(*a*) The Public School Board of any municipality or school section, not already forming part of a High School District, may establish and maintain a Continuation School in connection with any Public School under its control. This is the simplest and least involved course of action since it gives the individual school

board full power to act on its own motion and determination without reference to any other municipal body or even the voice of the ratepayers themselves. Not a few Continuation Schools now firmly grounded in the public favour owe their existence entirely to the resolute action of a progressive school board. Fortunately there is a growing number of trustees who recognize that beyond the mere function of husbanding the school taxes, they are in a larger sense trustees of the educational interests of the youth of the community and should therefore assume, in co-operation with the Minister of Education, their fair share of the responsibility of extending and improving the educational facilities of the Province.

The opportunity to start a Continuation School is no less favourable to a rural board of trustees than to the board of a village or a town.

In the case of a rural school section the grants from all sources may be regarded as at least the equivalent of the salary of the Continuation School teacher. In the first place the Township must pay annually the same grant toward the salary of the Continuation School teacher as it is required to pay in the case of the Principal of the Public School. Except in the case of the small number of weak townships this grant amounts to $300. Then there is the fixed annual grant of $200 paid equally by Legislature and County Council, the annual grant on minimum equipment amounting to $70, similarly paid, the annual grant on accommodations averaging about $30, similarly paid, and the annual grant on salary of teacher amounting to fifty per cent. of all salary in excess of $400 up to a limit of $1,000, also similarly paid. Thus on a salary of $600 the grants would be $100, on a salary of $700 the grants would be $150, and on a salary of $800 the grants would be $200. Hence a rural school board paying a Continuation School teacher a salary of $700 might expect to receive under ordinary circumstances annual grants from Township, County, and Government, amounting to $750. If the salary were $800 the grants would be not less than $800 as a rule. Then there is a source of considerable revenue in fees paid by pupils, the usual fee being one dollar per month per pupil. This is a charge that is very willingly met by parents who appreciate the advantages of a Continuation School. At present there are 128 Continuation Schools employing 185 teachers and attended by pupils from 920 school sections. The number of pupils enrolled during first half of the past year was 4,164, and during second half year, 4,400. The average Continuation School could therefore depend upon having a roll of not less than 22 pupils per teacher, and a regular attendance that would yield a revenue of $150 per year in fees. Thus it may be seen that under ordinary circumstances a Continuation School may be maintained in the average rural school section without adding directly to the taxation of the section. Where a section is central, in some special way, to several surrounding sections it is the more desirable that the School Board of that section should use its position of vantage by leading in the establishment of a Continuation School.

(*b*) The Continuation Schools Act further provides that agreements may be entered in by two or more School Boards, whether in the same or in different municipalities, for the establishment and maintenance of a Continuation School for the benefit of the pupils of all the schools concerned. Such Continuation School may be conducted in one of the schools or in some other place agreed upon by the Boards. Implicitly the School Boards are given power to provide any necessary school buildings, grounds, equipment, staff, etc., by mutual agreement. The agreement will also cover all other necessary points as to establishment, maintenance and management, retirement of building debentures, etc.

This provision is specially intended to meet the needs of those localities where conditions are particularly favourable for consolidation of a group of sections for the purpose of providing a good secondary school from the outset. Already a number of apparently suitable localities are considering action under this provision.

Where it is necessary to erect a building or an addition for the accommodation of the Continuation School, and to issue debentures in connection with same, the Trustees should be guided in their procedure by the provisions of Section 43 or Section 44, as the case may be, of the Public Schools Act.

It should be noted by Boards of Trustees forming Continuation Schools under (*a*) or (*b*) that, while the County Council is required to give at least the equivalent of the Government Grants annually, County Councils have power to give such further sums as they may determine. In fact many County Councils are now giving grants much in excess of the statutory requirements to the Continuation Schools within their jurisdiction. Two or three reasons are usually urged for this liberality. The High Schools of the Counties receive large annual grants from the County Councils. These grants are paid from rates levied on the entire County, while, for obvious reasons, only a small number of the children of the County can avail themselves of the advantages of the High School. The Continuation Schools are therefore encouraged as being a fair medium through which to offer all children some of the advantages that the High Schools extend to the few.

Again, the County Councils are required to contribute to the cost of tuition of pupils attending high schools situated beyond the limits of their own county. In many cases the contribution on this account amounts to a large sum annually. It is recognized that it is a better policy to educate these pupils within their own County, and particularly in circumstances under which they may reach school daily from their own homes.

(*c*) The third way in which a Continuation School may be established is by action of the County Council, which is empowered to create and constitute Continuation School Districts. A town, or a village, or a township, or a portion of a township, may be made a district for supporting a Continuation School. The County Council also has power to attach to a village or a town, for the purpose of forming a district, any portion of a township contiguous thereto. The formation of Continuation School Districts is subject to the approval of the Minister of Education. More than one Continuation School may be established in a Continuation School District.

The control and management of such Continuation Schools is vested in a special Board of Trustees appointed in part by the County Council and in part by the Council of the Township or the urban municipality in which the school is situated. This Board of Trustees is charged with such powers and duties as are exercised by High School Boards in general.

As the Continuation Schools are scattered widely over the Province and have been brought into existence under a variety of local conditions, and as their ultimate place in the educational system is not finally determined, the present Continuation Schools Act, based as it is on the general lines of the High Schools Act, is not to be regarded as a finality, but rather as a working basis to be modified and amplified as the system develops, and as general needs for change may arise.

The Act as it stands affords a means whereby County Councils may place the Continuation Schools on a more permanent basis, extending their opportunities at the same time to all those parts of the Counties which, though already taxed for

the support of the High Schools, are not appreciably served by these institutions by reason of distances.

A considerable number of School Boards are already taking action with a view to having districts formed, but much of the progress that the new Act makes possible will depend upon the enterprise, the progressiveness and the constructive ability of the County Councils. A number of the sections already interested in having districts formed are situated, in some cases, near the borders of Townships, in other cases near the borders of Counties. To meet the conditions of all such sections it will be necessary to so amend the Act that County Councils will have power to form Continuation School districts from contiguous parts of two or more municipalities, whether in the same county or in different counties.

Approved Schools.

The approved school scheme has reference solely to the admission of candidates to the Normal Schools and the Faculties of Education. Efficiency of staff, organization, work, accommodations, and equipment constitute the ground on which a school is ranked as approved. With a view to securing teachers with better academic preparation for their work the Department of Education has been admittedly exacting in respect to the standard required for approval. Many long-established and reputedly successful High Schools have thus far failed to obtain full approval. The same high standard is of necessity applied to the Continuation Schools since they also undertake to prepare candidates for admission to the Normal Schools. As a result only two Continuation Schools in the entire Province were approved last year, and in the nature of the conditions, years must elapse before a majority of the Continuation Schools measure up to the required standard.

The approval of schools must depend largely on the fitness of the principals; and permanency in the principalships is equally essential to maintain the standard of approval. Within the past year there has been a change of principal in the majority of the Continuation Schools. The state of flux in the ranks of teachers, even in the secondary schools, seems to be on the increase despite the fact that salaries have been steadily and materially improved.

Since 1906 the average salary of principals of Continuation Schools has increased from $662 to $828, the salaries in the larger schools now approximating those of the smaller High Schools. In the same time the Boards have increased the value of equipment from $17,000 to $50,000. This means that the rural communities are eagerly seizing the opportunity for secondary education that the Continuation School system affords. To encourage this rising zeal of the people for a generally higher plane of education is to attract that popular co-operation which is fundamental to the reality and permanency of educational progress. To this end it would appear that the ultimate aim of the approved school scheme is likely to be realized but gradually in the case of these smaller secondary schools.

At present there are forty-seven two-teacher and three-teacher High Schools, and fifty-three two-teacher and three-teacher Continuation Schools. These one hundred small secondary schools are in the midst of the rural population, the population that has furnished, up to the present time, a large number of our strongest teachers. Any material decrease in the number of Normal School entrants from these schools is likely to seriously accent the crisis with respect to maintaining a due supply of teachers for the schools of the Province. The tide of immigration flowing into Western Canada will annually draw from six hundred to eight hundred

teachers, at the very lowest calculation, from older Canada. This annual levy is likely to fall almost entirely on Ontario. The circumstances appear to warrant every possible encouragement being extended to the pupils of these small secondary schools to obtain Normal School Entrance standing. The history of the former Public School Leaving Examination suggests that an examination at the end of the Lower School course would be a helpful provision. In my Annual Report for 1906 it was recommended, "That an examination under the auspices of the Education Department be established at the end of the Fifth Class course, such examination having the standing of a senior entrance examination, the certificate admitting the holder to the Middle School of the Continuation School." This end could be effected by giving recognition, under properly supervised local management, to the present Public School Graduation Examination. To base this examination on an adequate Lower School Course and to accept it in lieu of the September Normal School Entrance Examination would anticipate the growth of dissatisfaction and remove the inconvenience and the consequent discouragement of pupils attending all those schools that cannot attain to the standard of approval in the near future. If the educational merits of the approved school scheme are to be given a fair and patient trial, some modification, at least in the circumstances of its application, must apparently be made.

Revision of Curriculum.

Thus far the reconstruction that has been going on during the past three years in the school system of the Province has been confined mainly to matters of organization and other external relations. The question of educational values must soon claim attention. Perhaps a series of re-adjustments will suffice to meet the conditions, though in some instances radical changes may be necessary.

The curriculum introduced in 1904 recognizes the aims of both culture and utility. Subsequent experience has shown that to this extent it affords a basis of permanent educational value, though it has not yet been sufficiently developed to completely reconcile these two aims which men of the extreme classical and technical camps had almost succeeded in driving to opposite poles of the educational field.

Technical education, having an eye to its vocational and commercial value, is being so strongly urged in influential quarters that the attention of government is almost commanded. Any scheme intended for urban centres alone will be received as inadequate. The rural communities must also be served, at least through the small secondary schools now rapidly springing up in their midst. Fifty per cent. of the cost of maintaining the country falls on the agricultural classes. Such a system of technical training as it is practicable to introduce must occupy itself largely with farming interests wherever it is applied to rural secondary schools.

Three years ago Massachusetts provided for the establishment of a normal department for teachers at the agricultural college to prepare the way for efficiently teaching agriculture. Several other states have recently established or increased the number of their county schools of agriculture. Oklahoma has provided a very comprehensive system of agricultural education, including agricultural secondary schools, agricultural instruction in the normal schools, short courses for farmers, and, most significant of all steps, a chair of education at the agricultural college.

Looking in the same direction the arrangement of a ten-weeks' course for normal school pupils at the Ontario Agricultural College last spring must be re-

garded as an important initial step preparatory to a more general introduction of agricultural teaching.

To find an effective place for a moderate measure of agricultural study in our small secondary schools the existing curriculum must be modified and the correlation of subjects must be further adjusted. Such parts of the courses in certain subjects as are found not to be of considerable value for culture or use, or both, must necessarily give place to the technical work if such is to be introduced. Also those subjects, such as literature, history, and art, commonly regarded for high cultural value, must be defined and treated in a way that will place the development of their full worth beyond the sphere of the problematic or incidental.

Extracts from Statistics.

The following comparative table will indicate the chief statistical features in the growth of the Continuation Schools during the past four years:

	1906	1907	1908	1909
Continuation Schools	91	107	120	128
Three-teacher Schools	2	2	2	6
Two-teacher Schools	24	29	38	45
One-teacher Schools	65	76	80	77
Pupils in attendance	3,993	4,744	5,317	5,866
Boys	1,660	1,963	2,243	2,494
Girls	2,333	2,781	3,074	3,372
Resident pupils	2,627	3,148	3,462	3,841
Non-resident	1,366	1,596	1,885	2,025
School sections represented	660	760	890	920
Pupils in Lower School, I	1,614	1,825	2,106	2,254
" " II	1,143	1,360	1,510	1,701
" Middle School, III	1,214	1,538	1,677	1,884
" Upper School, IV	22	21	24	27
Candidates for Normal Entrance	396	472	564	609
Number successful	193	202	271	206
Number obtaining honours	52	46	76	44
Candidates, University Matriculation	138	175	198	269
Number successful	88	106	109	129
Total value of equipment	$17,203	$26,345	$39,275	$49,250
" Libraries	$2,589	$6,063	$14,488	$19,201
" apparatus	$11,884	$16,369	$19,645	$23,205
" maps, charts, etc	$2,492	$3,098	$3,052	$3,801
" art models, etc	$238	$815	$2,090	$3,043
Number of teachers	117	140	162	185
Number of pupils per teacher	34	33	32	31
Average salary of principals	$662	$719	$758	$828
Average salary of assistants	$467	$529	$556	$592

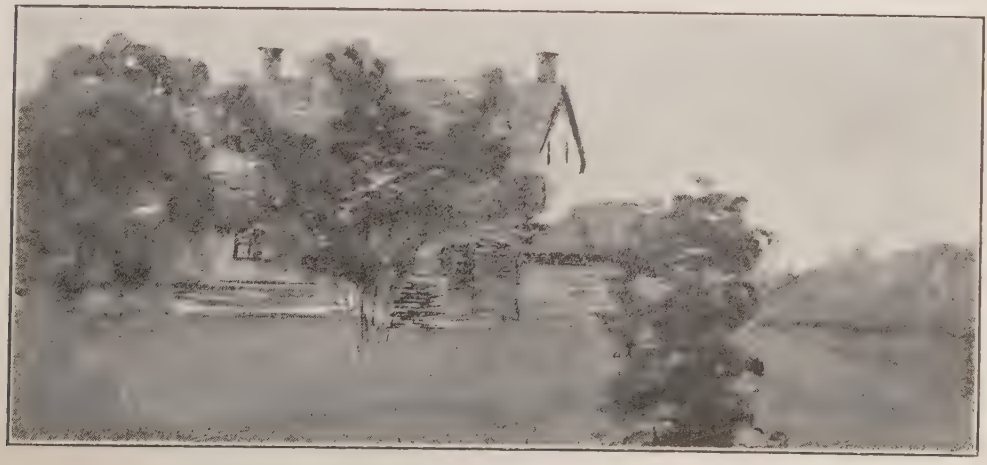
Illustrations.

The illustrations of Art work which follow are taken from Water Colours done by pupils of Pakenham Continuation School. They represent some of the lines along which good Art work is being done in many of the Schools.

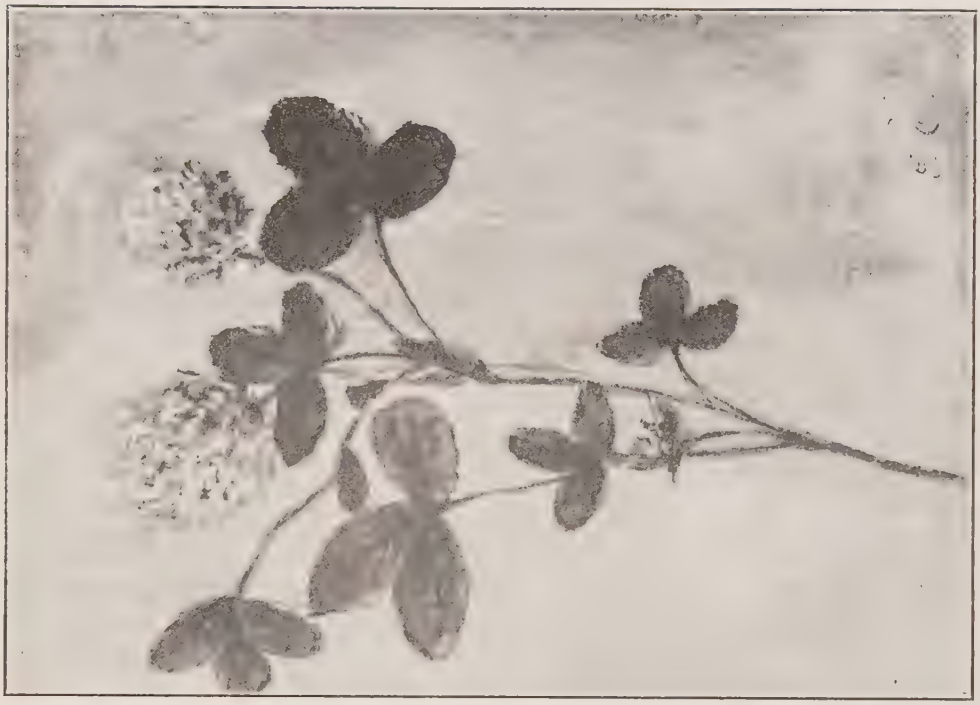
Bridge on Mississippi River, Pakenham, Ont.

From Colour Work by Pupils of Continuation School.

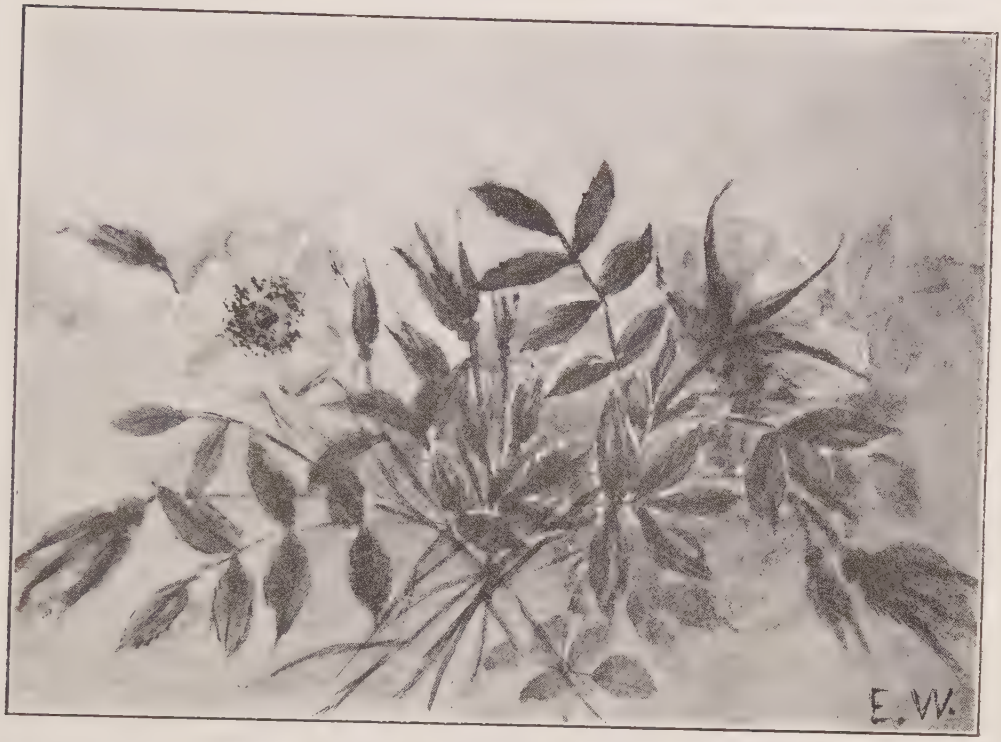
C. P. Railway Bridge, Pakenham, Ont. (Water Colour).



Home Scene near Pakenham, Ont. (Water Colour).



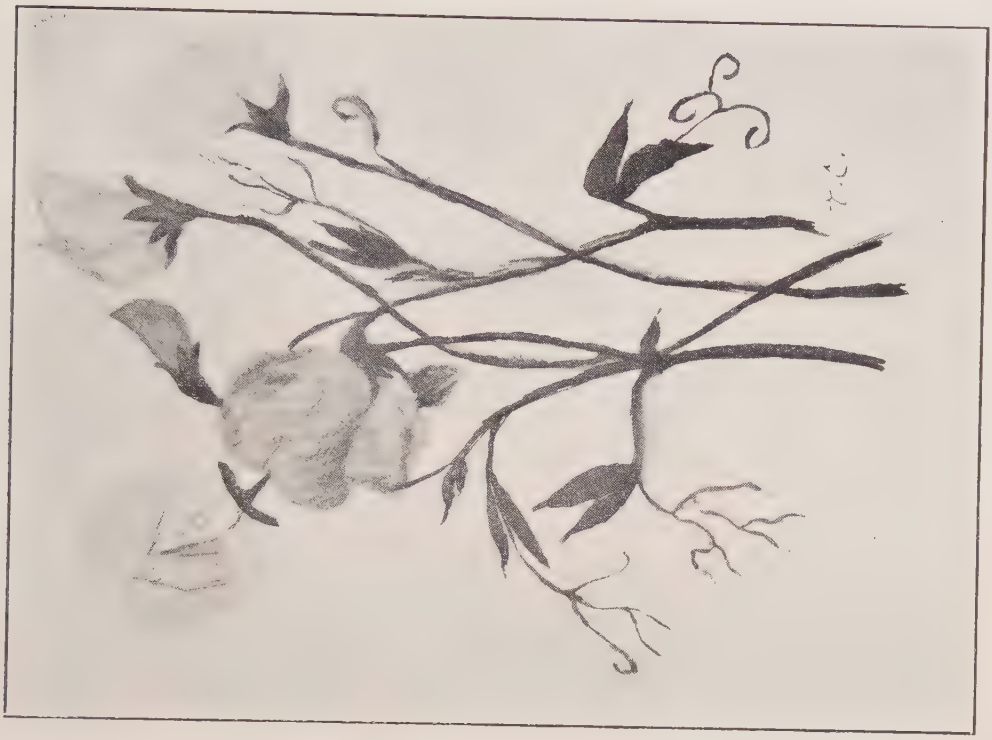
Flowers done in Colours by Pupils of Pakenham Continuation School.

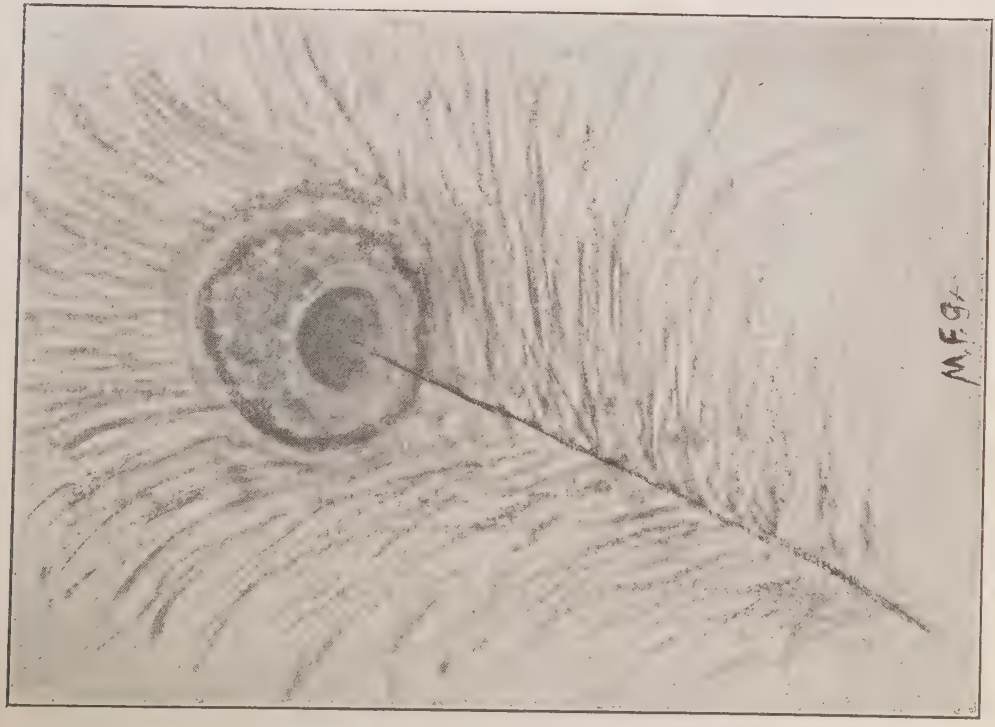


From Wildflowers in Water Colours by Pupils of Pakenham Continuation School.

From Butterfly design in Water Colours.

From Buttercups in Water Colours.





From Colour Work by Pupils of Continuation School, Pakenham, Ont.

CONTINUATION

Statistics for the year

Inspectorate.		Name of School.	Post Office.
Algoma	1	Blind River	Blind River
	2	Bruce Mines	Bruce Mines
	3	Thessalon	Thessalon
Brant	4	8 S. Dumfries	St. George
Bruce West	5	Lucknow	Lucknow
	6	Paisley	Paisley
	7	Southampton	Southampton
	8	Teeswater	Teeswater
	9	10 Huron	Ripley
Carleton	10	7 Goulburn	Ashton
	11	5 Gloucester	Bowesville
	12	3 Huntley	Carp
	13	9 Gloucester	Cummings' Bridge
	14	8 Fitzroy	Fitzroy Harbour
	15	10 Nepean	Jockvale
	16	U. 3 North Gower	Kars
	17	5 Fitzroy	Kinburn
	18	15 Osgoode	Kenmore
	19	3 Marlborough	Malakoff
	20	18 Osgoode	Manotick
	21	11 Osgoode	Metcalfe
	22	5 Goulburn	Munster
	23	6 North Gower	North Gower
	24	Richmond	Richmond
	25	12 Goulburn	Stittsville
	26	20 Osgoode	Vernon
Dufferin	27	Grand Valley	Grand Valley
	28	Shelburne	Shelburne
Dundas	29	Chesterville	Chesterville
	30	12 Winchester	Morewood
	31	Winchester	Winchester
Durham	32	Millbrook	Millbrook
Elgin	33	11 S. Dorchester	Belmont
	34	2 Bayham	Port Burwell
	35	Rodney	Rodney
	36	Springfield	Springfield
	37	West Lorne	West Lorne
Essex South	38	Amherstburg	Amherstburg

NOTE.—This table includes the statistics of Fifth Classes, in which

SCHOOLS.

ending 31st December, 1909.

	Names and Degrees of Teachers giving whole of time to Continuation School.	Teachers. Number giving whole time.	Professional certificate.	Annual rate of salary.	Attendance and Classification of Pupils. Total number of pupils enrolled.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.
1	Chetwynd S. Carter	1	I	$1,100	26	13	13	25	1	1
2	Evelyn C. Garrett	1	I	700	36	17	19	28	8	4
3	John Urquhart, B.A	1	I	900	32	13	19	30	2	2
4	A. E. Green	1	I	700	33	21	12	17	16	6
5	Chas. F. Ewers	2	I	950	71	28	43	44	27	12
	Frances E. McLean	....	I	650						
6	Geo. B. Bell	2	I	850	57	25	32	30	27	9
	Nelson D. Morris	....	I	650						
7	Isabella E. Dobbie	2	I	800	35	14	21	34	1	1
	Wilhelmina Rutherford	....	I	500						
8	Stanley Wightman	1	I	1,000	47	30	17	30	17	8
9	Mae A. Campbell	1	I	750	26	11	15	20	6	4
10	Edith M. Adams	1	I	615	26	10	16	14	12	6
11	Thos. M. Creighton	1	I	650	18	5	13	12	6	4
12	Maud H. Anderson	2	I	625	56	21	35	36	20	7
	Ethel Code, M.A	....	I	500						
13	H. May Peregrine	1	I	600	11	6	5	6	5	2
14	E. Winifred Morris	1	I	600	27	10	17	22	5	3
15	Marguerite Phelan	1	I	600	36	14	22	16	20	6
16	Estella R. Cragg	1	I	600	20	7	13	12	8	4
17	Margaret G. Millar, B.A	1	I	600	28	18	10	18	10	4
18	Maude McEachern	1	I	700	32	13	19	19	13	4
19	Effie Kirkpatrick	1	I	600	15	8	7	14	1	1
20	Jas. H. Joynt	1	I	800	29	12	17	9	20	4
21	Jno. R. Pickering	1	I	800	33	10	23	15	18	8
22	Luella Grainger	1	I	650	20	12	8	10	10	3
23	Margaret E. Craig	1	I	700	36	15	21	16	20	4
24	Joyce Banford	1	I	500	30	15	15	26	4	2
25	Robt. Thompson	1	I	700	23	10	13	6	17	7
26	Rebecca Stenhouse	1	I	650	22	7	15	11	11	4
27	Edwin H. Lindsay	1	I	900	52	20	32	36	16	7
28	T. E. Langford, M.A	3	I	1,050	77	28	49	43	34	18
	Isabel K. Smith, B.A	....	I	625						
	M. Tapling	....	I	600						
29	Geo. H. Steer	1	I	1,100	47	19	28	31	16	10
30	H. Loucks	2	I	1,100	50	26	24	22	28	18
	Maude Cole	....	I	625						
31	E. J. Keenan	2	I	1,000	68	31	37	53	15	6
	A. J. McIntosh	....	I	650						
32	David Hampton	1	I	750	44	16	28	37	7	6
33	D. H. McGill	1	I	850	56	26	30	23	33	8
34	Katherine Caesar	1	I	650	25	9	16	14	11	3
35	Alex. R. McRitchie, B.A	1	H.S.P.	1,100	38	14	24	26	12	6
36	Mrs. Emma Ford-Firby	1	I	650	33	15	18	25	8	4
37	Dugald Graham	1	I	800	41	20	21	41	.....	..
38	Walter J. Osborne	2	I	1,000	46	15	31	38	8	4
	Annie M. Mosly	....	I	600						

one teacher devoted all his time to Continuation School work.

CONTINUATION

Statistics for the year

Attendance and Classification of Pupils.—Con.

Inspectorate.		Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School).	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter, Sept. 1st, 1909, Form I.		Average age of latter, Sept. 1st, 1909, Form II.		Average age of latter, Sept. 1st, 1909, Form III.		Average age of latter, Sept. 1st, 1909, Form IV.		Number of pupils taking agriculture or school gardening.
								y.	m.	y.	m.	y.	m.	y.	m.	
Algoma	1	7	9	10		20	22	14	8	16	1	16	9			
	2	6	8	22		31	29	14	6	15	6	16	6			
	3	7	16	9		25	25	15		16		17				
Brant	4	6	15	12		27	21	15		15		15	4			
Bruce West	5	25	14	32		47	51	14	4	14	5	16	6			
	6	27	14	16		40	42	14	6	15	2	16	1			
	7	13	12	10		23	31	14	8	15		16	3			
	8	13	11	23		38	33	14	6	15	2	16	3			
	9	6	7	13		21	20	14	6	14	7	15	7			
Carleton	10	10	5	11		25	11	14	7	17		16	6			
	11	8	5	5		10	15	13	3	15		16	5			18
	12	20	14	22		41	41	14	4	14	8	16	10			56
	13	8	1	2		9	6	13	6	14		15	8			
	14	9	9	9		25	21	14		14	10	17	6			
	15	10	10	16		31	31	15		16		18				
	16	3	8	9		18	15	13	4	14	6	15	7			
	17	7	7	14		20	22	15	1	15	3	15	9			
	18	8	12	12		28	20	13	9	14	3	16	6			
	19	5	4	6		14	10	13		13	3	16	2			
	20	5	5	19		24	23	13	9	14	9	16	6			
	21	13	8	12		26	26	14	9	14	9	16	11			
	22	8	4	8		13	18	14		15		17				
	23	9	12	15		32	25	14	8	15	1	17	2			
	24	15	6	9		23	22	14	3	15	6	15	11			
	25	15	5	3		19	16	14	2	15	1	16	2			
	26	9	4	9		19	15	14		15	6	17	4			
Dufferin	27	27	5	20		30	38	13	9	14	9	16	8			
	28	28	22	27		58	52	15	3	16	7	17	2			
Dundas	29	16	14	17		32	37	14	7	14	10	16	6			45
	30	10	19	21		36	44	14		15	7	17	9			
	31	28	20	20		47	63	14	7	14	10	17	1			
Durham	32	16	9	19		32	36	13	3	14	2	15	10			
Elgin	33	21	22	13		40	45	13	6	14	4	15	3			
	34	11	11	3		17	18	14	2	15	3	15	7			
	35	9	13	16		31	26	12	3	14	1	16	4			
	36	12	9	12		23	22	13	6	14	8	15	1			
	37	15	14	12		32	22	13		14		16				
Essex South	38	25	6	15		27	34	14	8	15	3	16	3			

SCHOOLS—Continued.

ending 31st December, 1909—Continued.

Name of School.	Examination Results.							
	Candidates for Normal School Entrance.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1909.	Number admitted to Normal Schools.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.
1 Blind River	4	1				1	1	
2 Bruce Mines	4					3	2	
3 Thessalon	3	1				3	2	
4 8 S. Dumfries	3	1	1			3	1	
5 Lucknow	12	5	2	2	2	2	1	
6 Paisley	4	3		1	1			
7 Southampton	3	2		1	1			
8 Teeswater	10	7	2	2	2	6	1	
9 10 Huron	5					2		
10 7 Goulburn	3							
11 5 Gloucester	3	1	1					
12 3 Huntley	4	3	1	1	1	3	2	1
13 9 Gloucester	2							
14 8 Fitzroy	7							
15 10 Nepean	6	2		2	2			
16 U. 3 North Gower	3	2						
17 5 Fitzroy	2	1						
18 15 Osgoode	5							
19 3 Marlborough	6	2				2	1	
20 18 Osgoode	7	1		7		1	1	
21 11 Osgoode	5							
22 5 Goulburn	2	1				3		
23 6 North Gower	10	1				7	1	
24 Richmond	7	3	1	1	1	3	2	1
25 12 Goulburn	2	2						
26 20 Osgoode	5							
27 Grand Valley	4	1		1	1	5		
28 Shelburne	7					6		
29 Chesterville	9	5	3			2	2	
30 12 Winchester	10	5						
31 Winchester	4	1		1	1	4	1	
32 Millbrook	2			2	2	3	1	
33 11 S. Dorchester								
34 2 Bayham								
35 Rodney	6	3						
36 Springfield	3	1		1	1			
37 West Lorne	1							
38 Amherstburg	4					4		

CONTINUATION

Statistics for the year

Name of School.	Destination of Pupils.						Occupation of Parents.					Value of	
	Agriculture, etc.	Mercantile Life.	Teaching.	Other Professions.	Mechanical Occupations.	Other Pursuits.	Agriculture, etc.	Mercantile Life.	Professions	Mechanical Occupations.	Other Pursuits.	Library.	Scientific Apparatus.
												$	$
1 Blind River		1			1	1		1		6	19	148	176
2 Bruce Mines		1	1	1	1	4	14	2	3	7	10	217	309
3 Thessalon			3	1			3	8	2	7	12	151	136
4 8 S. Dumfries	3				1	6	21	2	2	7	1	161	164
5 Lucknow	5	2	4			9	26	7	8	2	28	300	301
6 Paisley	3	2	4		1		22	13	4	12	6	307	418
7 Southampton			1			5	2	5	1	7	20	180	157
8 Teeswater	4	1	4	2		3	17	10	4	5	11	199	200
9 10 Huron		2			1		12	3	4	2	5	226	263
10 7 Goulburn	4		1		1		19		3	4		49	81
11 5 Gloucester						3	16			2		150	150
12 3 Huntley	2	3	1	2	1	8	37	5	4	1	9	71	126
13 9 Gloucester						4	8				3	143	154
14 8 Fitzroy	4		2				25	2				155	123
15 10 Nepean			2			3	34				2	32	123
16 U. 3 North Gower	1		2		1	1	12			4	4	64	74
17 5 Fitzroy	3	1				2	22	1		1	4	132	156
18 15 Osgoode			2	1		7	20		1	7	4	100	75
19 3 Marlborough	2			1			14			1		70	128
20 18 Osgoode						7	19	2			8	35	84
21 11 Osgoode	5	1	1				20	5	2	5	1	171	151
22 5 Goulburn			1				19	1				57	82
23 6 North Gower	1	1	5	1		1	25	6		1	4	87	88
24 Richmond	1		3	3		1	22	1	1	2	4	105	70
25 12 Goulburn	2		2	1		2	19	1		2	1	53	85
26 20 Osgoode	2		3		2		16	1		1	4	75	75
27 Grand Valley	2	2	1			6	25	5	2	2	18	150	188
28 Shelburne	7	5	2		1	11	35	28	2	5	7	309	450
29 Chesterville	1		4				18	14	2	5	8	103	170
30 12 Winchester	3	1	1				36	4	1	9		300	317
31 Winchester			1			1	16	10	2	18	22	230	255
32 Millbrook	1	2		2		2	13	12	2	4	13	170	171
33 11 S. Dorchester	7				2	3	43	5	4	4		143	168
34 2 Bayham		1		1		1	11	2	1	2	9	152	106
35 Rodney		6		2	1	3	15	5	1	5	12	160	177
36 Springfield	2						12	4	2	1	14	165	130
37 West Lorne	2	3			2	12	7	3	1	12	18	220	110
38 Amherstburg		1				4	7	10	4	15	10	68	166

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

	Equipment.			Fees.			
	Maps, charts, globes, etc.	Drawing models, etc.	Total value of equipment.	Monthly fee of pupils of section.	Monthly fee of other pupils.	Basis of special county grant, if any.	Total Government grant.
	$	$	$	$ c.	$ c.		$ c.
1	33	26	383				604 64
2	16	19	561		1 00		534 90
3	41	15	343				555 88
4	34	29	388		25		218 40
5	36	48	685	50	1 00	$200 extra	460 45
6	43	86	854	50c and 1 25	$1.00 and $1.25	$200 extra	439 85
7	8	25	370	80	80	$200 extra	279 95
8	35	25	459	50c; 75c; $1.00	50c; 75c; $1 00	$200 extra	280 55
9	43	38	570			$200 extra	245 45
10		5	135			*	166 91
11		17	317			*	190 75
12		6	203	50	1 00	*	310 81
13		25	322			*	185 22
14	30	19	327			*	214 48
15	1	31	187	50	50	*	178 35
16	7	10	155			*	149 13
17		3	291			*	179 06
18		10	185	1 00	1 00	*	172 37
19	3		201			*	178 10
20	37		156	50		*	208 48
21			322		1 00	*	217 05
22	6		145			*	157 26
23	4	17	196			*	193 18
24	9	24	208	50	1 00	*	181 39
25		32	170	1 00	1 00	*	162 00
26		17	167	1 00	1 00	*	182 50
27	22		360			$5 per pupil	242 65
28	71	75	905	1 00	1 00	$5 per pupil plus $100	583 20
29	31	31	335	F. III. $1.00	2 00	50% extra	287 56
30	51	52	720	1 10	1 10	50% extra	488 61
31	48	47	580		1 00	50% extra	289 25
32	32	26	399				215 44
33	36	25	372	1 00	1 00	100% extra	243 86
34	10	25	293		50	100% extra	194 15
35	25	25	387			100% extra	281 00
36	25	37	357		1 00	100% extra	226 65
37	50	10	390			100% extra	245 25
38	29	17	280	1 00	1 00		377 70

*Extra grant according to the needs of the School.

CONTINUATION

Statistics for the year

Inspectorate.		Name of School.	Post Office.
Essex South—Continued ..	39	4 Tilbury West	Comber
	40	9 South Colchester	Harrow
Glengarry	41	Maxville	Maxville
Grey East	42	Thornbury	Thornbury
Grey South	43	Durham	Durham
	44	Hanover	Hanover
	45	5 Artemesia	Flesherton
Haliburton, etc	46	Powassan	Powassan
Haldimand	47	10 Walpole	Jarvis
Halton	48	Acton	Acton
	49	Burlington	Burlington
	50	Milton	Milton
Hastings South	51	Tweed	Tweed
Huron East	52	Blyth	Blyth
	53	Brussels	Brussels
Huron West	54	Exeter	Exeter
	55	5 Stephen	Crediton
Kent East	56	Blenheim	Blenheim
	57	Bothwell	Bothwell
	58	Dresden	Dresden
	59	6 Orford	Highgate
	60	Thamesville	Thamesville
Kent West	61	Tilbury	Tilbury
	62	Wallaceburg	Wallaceburg
Lambton East	63	Alvinston	Alvinston

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

	Teachers.			Attendance and Classification of Pupils.					
Names and Degrees of Teachers giving whole of time to Continuation School.	Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.
			$						
39 Muriel G. Oakley, M.A.	2	I	650	36	10	26	31	5	3
Viva M. Hicks.	....	I	550						
40 Miss K. S. Mott	1	I	725	50	28	22	31	19	7
41 Sarah E. Parr.	1	I	800	48	19	29	24	24	12
42 R. H. Carbert.	1	I	800	37	12	25	23	14	5
43 Thos. Allan.	3	I	950	105	45	60	50	55	20
Donalda McKeracher, B.A.	....	I	675						
Amy I. Edge	....	I	600						
44 Jas. A. Magee	2	I	975	43	14	29	34	9	5
Frances A. Mawhinney.	....	I	525						
45 J. E. Marcellus	1	I	1,000	46	18	28	36	10	4
46 Angus Cameron.	1	I	800	37	8	29	35	2	2
47 Mabel L. Gesner.	1	I	700	39	16	23	29	10	5
48 Wm. H. Stewart.	2	I	850	59	25	34	43	16	4
B. Rowena Humphries.		I	600						
49 Daniel E. Smith, B.A.	2	H.S.P.	1,000	71	31	40	61	10	3
Miss E. G. Steinmetz.	....	I	550						
50 W. F. Inman.	2	I	900	66	25	41	53	13	4
Flossie Thompson, B.A.	....	I	700						
51 R. J. Blake	1	I	850	55	21	34	42	13	7
52 A. E. Eastcott	1	I	800	52	25	27	25	27	4
53 J. H. Cameron	2	I	1,100	90	43	47	44	46	17
Bessie McCamus	....	I	700						
54 W. B. Weidenhammer, B.A	3	H.S.P.	1,200	139	81	58	71	68	
Eleanor M. Robb	....	I	600						
Angus M. Johns.	....	I	700						
55 Claude K. Bluett.	1	II	700	32	18	14	19	13	6
56 Harry S. White	2	I	1,100	78	43	35	54	24	2
B. Millington	....	I	500						
57 James M. Cameron	2	I	850	57	30	27	39	18	5
Elsie M. Wise	....	I	550						
58 H. A. Doupe	2	I	850	90	31	59	67	23	3
Kathleen McCallum	....	I	600						
59 G. E. Armour	2	I	1,000	42	17	25	18	24	3
O. F. Brigham	....	I	550						
60 J. G. Cameron	2	II	950	71	26	45	45	26	23
Ethelwyn Belkstedt.	....	I	500						
61 A. F. Hare.	2	I	900	30	12	18	24	6	4
H. D. Hedley.	....	I	600						
62 E. U. Dickenson, B.A.	2	I	1,250	83	38	45	60	23	10
Hattie Tremeer	....	I	750						
63 J. D. Williamson	2	I	1,000	72	37	35	35	37	16
Mary E. Lynch	....	I	600						

CONTINUATION

Statistics for the year

Inspectorate.		Attendance and Classification of Pupils.—Continued.														
		Number of pupils in Form I (Lower School).	Number in Form II, (Lower School).	Number in Form III (Middle School).	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter, Sept. 1st, 1909, Form I.		Average age of latter, Sept. 1st, 1909, Form II.		Average age of latter, Sept. 1st, 1909, Form III.		Average age of latter, Sept. 1st, 1909, Form IV.		Number of pupils taking agriculture or school gardening.
								y.	m.	y.	m.	y.	m.	y.	m.	
Essex S.—Cont'd.	39	14	11	11	.....	21	30	14	4	15	6	16	7	...	...	.....
	40	15	19	15	1	33	37	14	5	15	...	16	7	...	...	.....
Glengarry	41	21	24	3	.....	25	37	13	...	14	...	15	...	...	...	....
Grey East.....	42	25	7	5	.....	21	16	14	8	15	7	15	7	...	...	.. .
Grey South.....	43	26	36	43	.....	86	79	14	3	15	4	16	1	...	.	.....
	44	18	7	18	.....	29	33	14	1	15	3	17	2	...	..	. . .
	45	16	26	4	.....	26	42	15	8	16	3	18	...	..	...	.....
Haliburton, etc...	46	11	19	7	.....	26	30	14	...	15	...	16	...	...	..	....
Haldimand	47	25	14	.....	.....	23	16	13	9	14	7	...	...	...	...	.....
Halton	48	16	13	30	.....	43	42	13	8	14	6	16	...	...	.	.....
	49	25	19	27	.....	45	60	13	5	14	2	15	4	..	..	.....
	50	15	15	36	.....	53	46	14	1	15	4	15	6	..	.	.....
Hastings South.	51	29	12	14	.....	36	35	13	5	14	3	15	4	...	.	.....
Huron East.....	52	25	14	12	1	34	38	12	3	15	...	16	2	17	...	...
	53	32	23	35	.. .	65	69	14	4	15	3	16	4	...	..	....
Huron West	54	65	31	43	.....	101	110	13	11	14	4	16	2	...	..	....
	55	12	10	10	...	24	24	14	...	15	3	16	11	...	.	.....
Kent East.....	56	40	15	23	.....	74	63	13	1	13	3	16	...	...	..	.....
	57	16	15	20	6	52	42	14	...	14	1	15	11	16	5	...
	58	27	22	36	5	71	76	14	...	14	5	16	3	15	2	.....
	59	12	11	18	1	25	36	13	9	14	1	15	4	19	.	.....
	60	25	24	18	4	51	48	14	5	15	3	16	11	17	6	.....
Kent West.....	61	13	10	7	.....	24	24	13	4	13	8	15	..	...	..	. .
	62	33	20	30	....	51	68	13	11	15	1	15	10	. .	.	. .
Lambton East...	63	28	26	18	.....	50	60	13	11	14	11	16	5	...	...	.....

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

Name of School.	Examination Results.							
	Candidates for Normal School Entrance.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in S. pt., 1909.	Number admitted to Normal Schools.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.
39 4 Tilbury, West	3	2	1			2	2	
40 9 South Colchester	6	3		1	1	7	4	
41 Maxville	1	1	1					
42 Thornbury	2					1		
43 Durham	22	10	5			10	5	
44 Hanover	7	3		1	1	3	3	
45 5 Artemesia								
46 Powassan	5	2						
47 10 Walpole								
48 Acton	4	2				5	3	
49 Burlington	4	1	1			6	4	
50 Milton	6	3		3	1	2		
51 Tweed	8	1				5	1	1
52 Blyth	9	4		1	1			
53 Brussels	11	10	5	1	1	7	5	
54 Exeter	15	6	2	3	2	16	7	
55 5 Stephen	2	1				5	2	
56 Blenheim	11	4				9	5	
57 Bothwell	8	5				3		
58 Dresden	9	5	1			6	2	
59 6 Orford	10	3		1	1	2	2	
60 Thamesville	5			1	1	2	1	
61 Tilbury	1	1				2	1	
62 Wallaceburg	3	1	1			2	1	
63 Alvinston	7	4	1	1		1	1	

CONTINUATION

Statistics for the year

Name of School.	Destination of Pupils.						Occupation of Parents.					Value of	
	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professional.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
												$	$
39 4 Tilbury, West	....	....	....	....	1	8	18	6	3	4	5	85	183
40 9 South Colchester.	6	2	2	1	....	3	25	13	3	4	5	142	130
41 Maxville	5	....	....	....	1	....	23	7	6	2	10	150	200
42 Thornbury	....	....	....	....	2	4	10	5	.....	2	20	75	132
43 Durham	1	2	4	2	....	3	51	11	8	7	28	312	353
44 Hanover	1	2	1	3	....	3	13	15	3	8	4	302	301
45 5 Artemesia	4	1	....	....	1	1	25	4	1	2	14	174	156
46 Powassan	....	1	....	....	....	1	3	3	1	9	21	49	107
47 10 Walpole	....	....	....	....	....	7	16	8	5	7	3	153	172
48 Acton	1	1	....	2	1	7	21	6	.....	9	23	223	165
49 Burlington	....	2	....	4	....	....	22	14	9	7	19	60	175
50 Milton	2	4	4	2	....	4	18	8	6	5	29	300	300
51 Tweed	2	2	3	2	2	4	14	15	9	10	7	156	201
52 Blyth	3	....	2	....	2	4	26	3	2	5	16	120	125
53 Brussels	8	3	....	1	....	2	26	7	2	10	45	300	300
54 Exeter	2	5	3	3	3	1	44	23	6	20	46	398	315
55 5 Stephen	1	1	....	....	....	2	20	2	1	2	7	90	126
56 Blenheim	....	2	1	5	....	8	20	6	8	20	24	125	250
57 Bothwell	2	5	....	....	5	5	21	10	4	20	2	180	101
58 Dresden	5	2	....	....	....	7	31	19	3	16	21	150	216
59 6 Orford	....	....	1	....	....	5	18	10	....	4	10	154	166
60 Thamesville	....	3	2	....	....	18	29	14	2	2	24	151	176
61 Tilbury	2	1	....	....	3	....	13	7	5	2	3	153	168
62 Wallaceburg	5	3	....	....	7	4	22	14	10	25	12	278	285
63 Alvinston	6	....	....	1	....	4	30	11	2	5	24	164	230

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

	Equipment.			Fees.			
	Maps, charts, globes, etc.	Drawing models.	Total value of equipment.	Monthly fees of pupils of section.	Monthly fees of other pupils.	Basis of special county grant, if any.	Total Government grant.
	$	$	$	$ c.	$ c.		$ c.
39	22	10	300	.....	.....	.....	315 95
40	.....	77	349	.....	1 00	.....	211 80
41	.....	13	363	50	1 00	50% extra	250 00
42	90	12	309	50	50	50% extra	213 80
43	50	55	770	50c ; 75c ; $1.00	1 00	50% extra	539 03
44	52	52	707	1 00	1 00	50% extra	431 40
45	25	24	379	.....	80	50% extra	107 76
46	50	25	231	1 00	1 50	.....	225 05
47	25	28	378	.....	50	.....	232 19
48	28	20	436	50	70	.....	406 65
49	20	10	265	1 00	1 00	.....	376 82
50	80	28	708	70c if language taken	$1.00 if language taken	.....	458 20
51	32	25	414	.....	1 50	.....	232 16
52	25	.....	270	75	75	100% extra	125 50
53	60	50	710	50c ; 75c ; $1.00	1 00	100% extra	489 95
54	74	85	872	after 1st yr. $1.00	1 00	100% extra	617 34
55	19	.....	235	1 00	1 00	100% extra	†94 60
56	38	35	448	.....	1 00	.....	463 55
57	32	25	338	.....	1 00	.....	426 59
58	56	25	447	50	60c ; $1.00	.....	453 59
59	16	29	365	75	75	.....	356 22
60	65	28	420	1 00	.....	.....	413 40
61	24	25	370	1 00	1 00	.....	275 70
62	30	25	618	.....	1 00	.....	598 02
63	25	25	444	after 1st yr. $1.00	1 00	$100 extra	457 95

† Fifth Class grant.

CONTINUATION

Statistics for the year

Inspectorate,		Name of School.	Post Office.
Lambton East—Con.	64	Oil Springs.	Oil Springs
Lanark	5	Lanark	Lanark
	66	4 Pakenham	Pakenham
Leeds & Grenville, No. 1	67	9 Leeds & Lansdowne Front	Lansdowne
	68	Westport	Westport
Leeds & Grenville, No. 3	69	17 Augusta	Augusta
	70	15 Edwardsburg	Spencerville
	71	Merrickville	Merrickville
Lennox & Addington	72	Bath	Bath
	73	13 Ernesttown	Odessa
	74	1 Amherst Island	Stella
Manitoulin, etc.	75	Gore Bay	Gore Bay
	76	Little Current	Little Current
	77	2 Assiginack	Manitowaning
	78	1 St. Joseph.	Richard's Landing
Middlesex West	79	U. 16 Caradoc	Melbourne
Muskoka	80	Huntsville	Huntsville
Nipissing	81	New Liskeard	New Liskeard.
Northumberland	82	2 Percy	Warkworth
Ontario North	83	Cannington	Cannington
	84	Beaverton	Beaverton
Ontario South	85	15 Pickering	Claremont
Oxford	86	Norwich	Norwich
	87	24 Blenheim	Plattsville
	88	U 21 Blenheim	Princeton
	89	Tavistock	Tavistock
Parry Sound West	90	Burk's Falls	Burk's Falls
	91	Parry Sound	Parry Sound
Peel	92	Bolton	Bolton
Peterborough	93	4 Ennismore	Ennismore
	94	Havelock	Havelock
	95	Lakefield	Lakefield

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

	Teachers.				Attendance and Classification of Pupils.					
	Names and Degrees of Teachers giving whole of time to Continuation School.	Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.
				$						
64	Frank A. McEwen	2	I	950	53	15	38	32	21	11
	Helen Eshelby	....	I	550	.....	.....	.....	.....	.....	.....
65	R. Beatty	1	II	650	74	29	45	40	34	14
66	Mina A. Ellis, B.A.	2	I	850	70	29	41	37	33	7
	Etta Nelson	....	I	550	.....	.....	.....	.....	.....	.....
67	Bertha Dell	1	I	600	22	7	15	17	5	5
68	B. C. Taggart	1	I	900	32	9	23	25	7	5
69	Eva Maud Ranson	1	I	750	17	10	7	8	9	6
70	Jas. E. Burchell	1	I	1,000	54	26	28	30	24	6
71	Sara Anglin	2	I	750	41	18	23	32	9	5
	Annie Robinson	....	I	550	.....	.....	.....	.....	.....	.....
72	F. B. Clarke	1	I	900	41	13	28	25	16	9
73	Dorothy M. Wilson	1	II	700	29	15	14	19	10	4
74	Elizabeth Mackenzie	1	I	500	14	4	10	6	8	4
75	Lewis S. Beattie	2	I	800	71	23	48	51	20	6
	Mrs. F. G. Parker	....	I	600	.....	.....	.....	.....	.....	.....
76	Annie L. Dunwoodie	1	I	600	23	10	13	22	1	1
77	A. K. E. Kenyon	1	I	675	18	2	16	15	3	3
78	Ida Norton	1	I	720	17	4	13	16	1	1
79	W. G. Robinson	1	II	600	30	13	17	13	17	5
80	A. C. Bernath	2	I	1,100	81	25	56	64	17	5
	Miss L. J. Edmunds	....	I	650	.....	.....	.....	.....	.....	.....
81	D. S. Wright	2	I	1,100	31	16	15	29	2	2
	C. Lillie Maclennan, B.A.	....	I	750	.....	.....	.....	.....	.....	.....
82	Thorhilda DeMille	2	I	700	52	25	27	24	28	13
	Wm. S. Geddes	....	I	600	.....	.....	.....	.....	.....	.....
83	Ethel Good	1	I	600	62	28	34	30	32	11
84	Josie Switzer	2	I	750	47	24	23	35	12	5
	M. Ferguson	....	I	700	.....	.....	.....	.....	.....	.....
85	Nelson F. Tomlinson	1	I	800	26	15	11	12	14	4
86	Melvin Lawr	2	I	850	62	25	37	36	26	6
	Norma Dunwoodie	....	I	550	.....	.....	.....	.....	.....	.....
87	Iverea E. Powell	1	I	800	45	16	29	33	12	6
88	Eunice E. Mastin, B.A.	1	I	700	31	13	18	22	9	4
89	David Hicks, B.A.	1	I	800	36	16	20	34	2	1
90	Jean Burchill	2	I	800	45	18	27	35	10	8
	Mildred Adam	....	I	600	.....	.....	.....	.....	.....	.....
91	Jno. L. Moore B.A.	3	I	1,350	94	22	72	80	14	3
	Alex. Burke	....	I	1,150	.....	.....	.....	.....	.....	.....
	Fannie M. Simpson	....	I	750	.....	.....	.....	.....	.....	.....
92	W. T. Baker	1	I	1,000	33	17	16	16	17	6
93	John A. O'Donohue	1	I	875	59	31	28	18	41	10
94	Albert H. Baker, B.A.	2	I	800	33	19	14	.....	33	2
	D. J. Cooke, B.A.	....	I	600	.....	.....	.....	.....	.....	.....
95	Jos. L. Garvin, B.A.	2	I	950	54	28	26	45	9	4
	J. Maude Halliday	....	I	475	.....	.....	.....	.....	.....	.....

CONTINUATION

Statistics for the year

Inspectorate.		Attendance and Classification of Pupils.—Con.														
		Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School).	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter, Sept. 1st, 1909, Form I.		Average age of latter, Sept. 1st, 1909, Form II.		Average age of latter, Sept. 1st, 1909, Form III.		Average age of latter, Sept. 1st, 1909, Form IV.		Number of pupils taking agriculture or school gardening.
								y.	m.	y.	m.	y.	m.	y.	m.	
Lambton East—Con.	64	23	14	16	.....	34	39	14	4	15	6	17	8	...	...	.....
Lanark	65	23	12	39	.....	47	56	14	2	15	2	16	1	...	...	.....
	66	28	18	24	.....	48	48	13	5	14	...	15	5	...	...	.....
Leeds & Grenville No. 1	67	12	10	.....	.....	12	17	13	4	14	9	...	..	...	...	.....
	68	15	3	14	.....	18	24	15	2	15	5	16	10	...	...	....
Leeds & Grenville No. 1	69	3	10	4	.....	.....	17	14	8	15	8	15	3	...	...	.....
	70	23	15	16	.....	40	40	13	9	15	4	16	3	...	...	.....
	71	21	12	8	.... .	28	33	15	...	15	...	16	..	...	...	.....
Lennox, Addington	72	16	13	12	.....	32	28	13	11	14	9	17	8	...	...	.....
	73	10	9	10	.....	17	29	14	4	15	5	15	1	...	...	.....
	74	5	8	1	.... .	11	14	13	...	13	5	14	...	...	...	.....
Manitoulin, etc	75	22	32	17	.....	50	52	15	1	15	7	18	1	...	...	.....
	76	9	2	12	.....	12	19	14	8	14	6	15	5	...	...	.....
	77	3	4	11	.....	12	14	13	...	14	...	15	..	...	...	.....
	78	7	8	2	.....	.....	17	14	...	16	...	20	..	...	...	.....
Middlesex West	79	4	10	16	.. ..	25	24	12	9	14	4	15	6	...	...	.....
Muskoka	80	32	28	21	.....	55	60	14	3	15	6	16	8	...	...	.....
Nipissing	81	18	6	6	1	15	23	14	6	16	...	15	...	16	...	.....
Northumberland	82	16	26	10	.....	42	37	13	4	16	6	16	6	...	...	.....
Ontario North	83	34	14	14	.....	45	47	13	6	14	6	16	2	...	...	... ..
	84	23	6	18	.....	35	47	15	...	15	8	16	...	...	...	.....
Ontario South	85	13	13	.....	.....	20	19	13	8	14	1	..	..	...	...	.....
Oxford	86	24	15	23	.....	45	43	14	3	15	2	17	2	...	...	.....
	87	12	13	20	.....	35	35	13	9	14	8	16	8	...	...	.....
	88	6	6	19	.....	25	20	14	...	14	10	15	7	...	...	.....
	89	7	5	24	.....	26	21	15	...	15	...	15	..	...	...	.....
Parry Sound W	90	14	20	11	.....	33	32	12	2	15	...	16	6	...	...	.....
	91	47	21	26	.....	51	56	14	...	15	9	16	7	...	...	.....
Peel	92	11	8	14	.....	24	22	13	9	15	...	16	5	..	...	.....
Peterborough	93	25	8	26	.....	37	49	13	8	14	5	16	1	...	...	.....
	94	15	8	10	.....	20	25	13	...	14	...	16	...	...	...	.....
	95	20	34	.....	.....	33	54	14	...	15	7	...	...	...	...	.....

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

Name of School.	Examination Results.							
	Candidates for Normal School Entrance.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1909.	Number admitted to Normal Schools.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.
64 Oil Springs	12	1						
65 Lanark	8	1				6		
66 4 Pakenham	7	4	3			5	4	3
67 9 Leeds and Lansdowne								
68 Westport	2					2	1	
69 17 Augusta								
70 15 Edwardsburg	4	1				3		
71 Merrickville	4	3						
72 Bath	6							
73 13 Ernesttown								
74 1 Amherst Island	1							
75 Gore Bay	9					4	3	
76 Little Current								
77 2 Assiginack	1	1		1	1			
78 1 St. Joseph								
79 U. 16 Caradoc	5	2		1	1	4	3	
80 Huntsville	6	5	2	1	1			
81 New Liskeard	1					5	4	1
82 2 Percy	11	3		2	1	5	2	
83 Cannington	9	3				8	6	
84 Beaverton								
85 15 Pickering								
86 Norwich	10	2		1	1			
87 24 Blenheim	7	4		1		1		
88 U. 21 Blenheim	3	3		1	1			
89 Tavistock	10	4				5	4	
90 Burk's Falls	6	1						
91 Parry Sound	3	3				5	5	
92 Bolton	6					3	1	
93 4 Ennismore	5	1		1				
94 Havelock								
95 Lakefield								

CONTINUATION

Statistics for the year

Name of School.	Destination of Pupils.						Occupation of Parents.					Value of	
	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professional.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
												$	$
64 Oil Springs	1	....	3	. .	....	9	22	3	1	16	11	156	261
65 Lanark	3	7	4	1	3	....	34	7	2	16	15	150	31
66 4 Pakenham	13	3	2	3	....	....	58	4	4	2	2	102	69
67 9 Leeds & Lansdowne	....	....	....	....	....	....	5	4	... .	.....	13	18	77
68 Westport	1	1	2	2	....	2	6	5	.....	5	16	198	154
69 17 Augusta	....	....	....	....	....	....	13	2	.....	1	1	50	130
70 15 Edwardsburg	6	1	....	2	....	3	28	3	6	5	12	86	153
71 Merrickville	1	....	3	1	....	1	8	7	3	9	14	243	123
72 Bath	4	2	1	....	....	5	12	8	6	8	7	163	130
73 13 Ernesttown	....	....	....	....	2	....	22	.....	1	5	1	104	150
74 1 Amherst Island.	....	....	....	....	....	1	11	2	1	.....	.....	5	28
75 Gore Bay	1	....	11	....	1	....	32	15	5	11	8	97	153
76 Little Current	....	1	....	....	1	2	1	9	.....	6	7	11	32
77 2 Assiginack	1	1	2	....	....	2	7	3	.....	.....	8	5	14
78 1 St. Joseph	1	....	....	....	....	....	9	3	1	3	1	47	49
79 U. 16 Caradoc	1	1	1	1	....	2	21	1	3	4	1	118	150
80 Huntsville	2	2	3	....	....	3	13	15	7	15	31	232	431
81 New Liskeard	....	....	....	5	2	1	3	2	4	6	16	176	250
82 2 Percy	2	1	1	....	....	2	28	2	2	19	1	246	153
83 Cannington	5	3	....	1	....	5	33	11	4	7	7	165	125
84 Beaverton	....	....	....	....	....	....	11	4	12	8	12	150	56
85 15 Pickering	1	1	....	....	....	3	20	1	1	.....	4	230	219
86 Norwich	1	4	1	1	....	7	30	13	3	4	12	225	100
87 24 Blenheim	3	2	....	....	1	6	17	6	4	11	7	80	71
88 U. 21 Blenheim	2	....	1	....	....	7	21	1	1	.....	8	200	196
89 Tavistock	....	....	....	....	....	5	10	6	3	6	11	150	150
90 Burk's Falls	....	2	2	....	....	7	13	4	3	8	17	151	247
91 Parry Sound	....	....	....	1	1	2	12	8	4	60	10	338	350
92 Bolton	1	2	....	....	....	10	22	5	1	.....	5	160	287
93 4 Ennismore	11	....	1	....	....	....	58	.....	.....	1	.....	153	180
94 Havelock	....	....	9	....	....	....	9	2	3	18	1	60	150
95 Lakefield	1	4	....	....	....	5	10	4	6	21	13	215	163

SCHOOLS.—Con'inued.

ending 31st December, 1909.—Continued.

	Equipment.			Fees.			
	Maps, charts, globes, etc.	Drawing models.	Total value of equipment.	Monthly fee of pupils of section.	Monthly fee of other pupils.	Basis of special county grant, if any.	Total Government grant.
	$	$	$	$ c.	$ c.	$ c.	$ c.
64	25	25	467	50	1 00	.....	453 33
65	37	5	223	.....	1 00	.....	196 48
66	47	5	223	1 00	1 00	.....	395 33
67	32	13	140	.....	2 00	.....	†56 20
68	25	31	408	.....	50	$100 extra	250 82
69	35	15	230	$2.00 except F. I	2 00	.....	†63 02
70	29	25	293	1 00	1 00	$50 extra	246 64
71	25	12	403	....	50	$100 "	337 53
72	.....	.....	293	.....	50	$100 extra	265 18
73	50	25	329	.....	50	$100 "	†58 56
74	.....	7	40	4 00	4 00	$100 "	122 46
75	25	.....	275	.....	1 00	....	816 64
76	.....	.....	43	....	.....	....	398 36
77	12	8	39	....	.....	.....	380 30
78	7	.....	103	50	1 00	.....	300 00
79	29	15	312	.....	80	.....	†65 68
80	46	45	754	F. III $1.00	F's. I & II, 75c; F. III, $1.00	.....	960 54
81	27	27	480	.....	75	.....	1,085 36
82	30	17	446	60c; 90c; $1.50	75c; $1.05; $1.50	....	219 50
83	28	10	328	1 00	1 00	$100 extra	†159 66
84	40	11	257	1 00	1 00	$100 "	‡177 31
85	25	25	499	.....	1 00	....	245 25
86	15	15	355	25	50	.....	404 45
87	22	33	206	50	1 00	.....	250 37
88	.....	29	425	.....	50	.....	228 13
89	15	25	340	50	1 00	.....	246 75
90	25	25	448	50	1 00	.....	476 18
91	77	59	824	.....	50	.....	1,481 20
92	63	25	535	50	1 25	$200 extra	233 63
93	20	10	363	1 00	1 00	.....	247 04
94	32	3	245	.....	.....	.....	230 30
95	60	40	478	.....	.....	.....	284 75

† Fifth Class grant. ‡ Of this amount, $78.39 was paid as a Fifth Class grant.

CONTINUATION

Statistics for the year

Inspectorate.		Name of School.	Post Office.
Prescott and Russell	96	2 Russell	Russell
Rainy River and Thunder Bay	97	Keewatin	Keewatin
	98	Fort Frances	Fort Frances
Renfrew	99	Cobden	Cobden
	100	Eganville	Eganville
Simcoe, East	101	Coldwater	Coldwater
Simcoe, North	102	Creemore	Creemore
	103	5 Flos	Elmvale
Simcoe, South-west	104	Alliston	Alliston
	105	Beeton	Beeton
	106	5 Essa	Cookstown
	107	Stayner	Stayner
	108	Tottenham	Tottenham
Stormont	109	14 Roxborough	Avonmore
	110	Finch	Finch
Victoria, East	111	Bobcaygeon	Bobcageon
Victoria, West & Muskoka, S.E.	112	Fenelon Falls	Fenelon Falls
	113	Bracebridge	Bracebridge
Waterloo, No. 1	114	Elmira	Elmira
Waterloo, No. 2	115	New Hamburg	New Hamburg
Welland	116	Bridgeburg	Bridgeburg
	117	11 Bertie	Ridgeway
Wellington, North	118	Palmerston	Palmerston
Wellington, South	119	Erin	Erin
	120	Macdonald Consolidated	Guelph
	121	Drayton	Drayton
York, North	122	13 East Gwillimbury	Mt. Albert
	123	14 King	Schomberg
York, South	124	Stouffville	Stouffville
	125	Woodbridge	Woodbridge
R.C. Separate Schools	126	Amherstburg	Amherstburg
	127	Eganville	Eganville
	128	Westport	Westport
Totals			

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

Teachers.				Attendance and Classification of Pupils.					
Names and Degrees of Teachers giving whole of time to Continuation School.	Number giving whole time.	Professional certificate.	Annual rate of salary.	Total number of pupils enrolled.	Number of boys.	Number of girls.	Number of pupils from section.	Number from other sections.	Number of other sections represented.
			$						
96 Agnes Lillian File	1	I	650	28	16	12	27	1	1
97 Duncan M. Christie	1	I	1,050	27	8	19	27	.....	.....
98 Wm. Robeson, B.A.	2	I	1,200	28	10	18	25	3	2
Nellie L. Anderson	....	I	600						
99 Annie Elizabeth Bates	1	I	700	36	20	16	20	16	10
100 Duncan R. Harrison	1	II	700	42	19	23	33	9	6
101 N, Willison	1	I	850	28	6	22	22	6	5
102 Edw. M. H. Ward	1	I	900	39	17	22	35	4	4
103 Wm. S. Giffen	1	I	900	30	11	19	25	5	4
104 Hugh Davidson, B.A.	3	I	1,400	146	74	72	71	75	13
Winifred Bell	.. .	I	650						
Nellie F. Allan	.	I	550						
105 A. T. Batstone	2	I	750	66	34	32	34	32	8
Christina Morton	....	I	500						
106 Douglas R. Fletcher	2	I	1,000	48	19	29	36	12	5
Maude M. Kitto	....	I	550						
107 Geo. W. Bunton	2	I	850	86	43	43	51	35	10
Pearl Z. Baker	....	I	550						
108 D. P. MacDougall	2	I	800	63	31	32	27	36	7
Margaret H. Abel	....	I	550						
109 Mary H. Rutherford	2	I	700	35	17	18	21	14	7
Eunice Armstrong	....	I	525						
110 Mame Dwyer	1	I	600	19	7	12	16	3	2
111 John M. Simpson	1	II	700	26	11	15	19	7	4
112 A. A. Cameron	1	I	1,000	51	25	26	37	14	4
113 S. Shannon, B.A.	3	I	1,200	98	27	71	69	29	25
M. J. Hodgins	....	I	600						
O. Hope Dufton	....	I	550						
114 Jas. Corrigill	1	I	800	26	13	13	24	2	2
115 Jas. M. Smith	1	I	900	28	18	10	22	6	3
116 Albert W. Reavley, B.A.	1	H.S.P.	1,200	44	18	26	40	4	3
117 Arthur M. Woodley	1	I	1,000	25	10	15	15	10	4
118 Chas. Cameron	2	I	1,000	70	24	46	59	11	4
Maud F. Sinclair	....	I	500						
119 Joseph C. Clark, B.A.	1	I	750	32	14	18	20	12	3
120 Minnie A. Whyte	1	I	600	27	9	18	19	8	4
121 Wm. W. Scott	2	I	1,000	110	44	66	67	43	22
Jean G. Reid, B.A.	....	I	500						
122 Fred. Schooley	2	I	800	64	28	36	29	35	12
Elva Gould	....	I	500						
123 H. E. Bicknell	1	I	600	22	10	12	15	7	3
124 Allan Gilmour, B.A.	2	I	900	45	25	20	32	13	6
Jean M. Steele	....	I	500						
125 Annie G. MacAllister	2	I	650	37	14	23	22	15	7
Clara Hulse	....	I	550						
126 Sister M. Etheburt	2	II	400	46	11	35	27	19	3
Sister M. Teresa	....	II	250						
127 Sister Ernestine	1	II	700	34	7	27	26	8	7
128 Sister St. Andrew	1	II	400	33	12	21	26	7	5
.....	185		*	5,866	2,494	3,372	3,841	2,025	792

*Average salary, Principal, $828; average salary, Assistant, $592.

CONTINUATION

Statistics for the year

Inspectorate.		Attendance and Classification of Pupils.														
		Number of pupils in Form I (Lower School).	Number in Form II (Lower School).	Number in Form III (Middle School),	Number in Form IV (Upper School).	Number of pupils enrolled 1st half year.	Number enrolled 2nd half year.	Average age of latter, Sept. 1st, 1909, Form I.		Average age of latter, Sept. 1st, 1909, Form II.		Average age of latter, Sept. 1st, 1909, Form III.		Average age of latter, Sept. 1st, 1909, Form IV.		Number of pupils taking agriculture or school gardening.
								y.	m.	y.	m.	y.	m.	y.	m.	
Prescott & Russell	96	17	9	2	..	19	28	14	8	16	3	18	...	...	...	.....
Rainy River and	97	10	10	7	....	19	14	14	4	16	4	16	4	...	...	.....
Thunder Bay.	98	7	9	12	....	21	16	15	...	15	...	16	8	...	...	.....
Renfrew.....	99	14	15	7	....	31	21	13	6	15	5	17	...	...	...	.....
	100	16	19	7	....	29	30	15	...	16	8	17	...	...	...	.....
Simcoe, East....	101	10	10	8	....	25	28	15	6	16	3	16	1	...	...	.....
Simcoe, North ..	102	16	16	7	....	28	27	12	5	14	4	15	2	..	...	.....
	103	21	9	.....	....	20	22	14	4	14	4	...	...	...	...	.....
Simcoe, S.W. ..	104	43	48	51	4	110	99	14	...	16	7	17	...	...	...	12
	105	20	16	30	....	54	47	13	11	15	1	16	...	...	...	.....
	106	15	13	20	....	43	39	13	10	14	9	16	8	...	...	.....
	107	36	26	24	....	60	60	13	4	14	7	15	7	...	...	.....
	108	25	17	21	....	46	51	14	1	15	5	16	8	...	...	.....
Stormont . .	109	15	10	10	....	24	29	13	5	14	6	14	9	...	...	.....
	110	10	9	.....	....	11	13	14	5	16	...	...	...	...	...	.....
Victoria, East ..	111	2	13	11	....	23	26	13	6	16	4	16	...	...	...	.....
Victoria, West &	112	23	11	17	....	31	34	14	2	15	1	16	8	...	...	.....
Muskoka, S.E.	113	48	25	21	4	73	68	13	5	15	5	17	...	18	3	.....
Waterloo, No. 1.	114	23	3	.....	....	15	14	13	7	14	3	...	...	...	...	.....
Waterloo, No. 2.	115	13	3	12	....	16	20	14	4	14	1	16	11	...	...	.....
Welland.....	116	12	32	.....	....	33	26	14	8	15	10	...	...	...	...	.....
	117	5	19	1	....	20	19	13	3	15	2	18	7	...	...	.....
Wellington, N...	118	34	14	22	....	60	65	13	4	14	7	16	9	...	...	.....
Wellington, S...	119	13	10	9	....	22	22	13	6	14	2	16	1	...	...	.....
	120	19	8	.....	....	18	19	13	2	14	8	...	...	...	...	27
	121	43	20	47	....	80	78	14	7	15	1	16	8	...	...	.....
York, North	122	30	17	17	....	48	43	13	8	16	5	17	6	...	...	.....
	123	9	5	8	....	13	14	13	9	14	9	17	9	...	...	.....
York, South	124	30	7	8	....	.....	45	14	4	14	5	16	1	...	...	.....
	125	13	10	14	....	25	25	13	4	14	4	15	6	...	...	.....
R.C. Sep. Sch...	126	26	7	13	....	28	36	14	10	15	9	16	5	...	...	.....
	127	12	12	10	....	24	26	14	1	15	4	15	10	...	...	34
	128	9	6	18	....	25	26	14	6	16	3	17	4	...	...	.....
Totals.....		2,254	1,701	1,884	27	4,164	4400	...	...	...	...	...	...	...	...	192

SCHOOLS.—Continued.

ending 31st December, 1909.—Continued.

Name of Schools.	Examination Results.							
	Candidates for Normal School entrance.	Number that passed.	Number that obtained honours.	Number presenting themselves at Normal Schools in Sept., 1909.	Number admitted to Normal Schools.	Candidates for Junior Matriculation.	Number that passed.	Number that obtained honours.
96 2 Russell								
97 Keewatin	7	3	1					
98 Fort Frances	2					2		
99 Cobden								
100 Eganville	2	2				2	2	
101 Coldwater	2	2	1			1	1	
102 Creemore								
103 5 Flos								
104 Alliston	19	2	1	1	1	8	2	
105 Beeton	10	5	3			8	4	
106 5 Essa	10	2		2	2	1		
107 Stayner	7							
108 Tottenham	8	3	1			3	2	
109 14 Roxborough								
110 Finch								
111 Bobcaygeon	8	1		1	1	1	1	
112 Fenelon Falls	2	1				2	1	
113 Bracebridge	14	3		2	1	3	2	
114 Elmira								
115 New Hamburg	2	1	1			3	3	1
116 Bridgeburg								
117 11 Bertie								
118 Palmerston	8	1				9	4	
119 Erin	5	3	1					
120 Macdonald Consolidated								
121 Drayton	13	2		1	1	6	3	
122 13 East Gwillimbury	6	1				1	1	
123 14 King								
124 Stouffville								
125 Woodbridge						2	2	
126 Amherstburg	3	2		3	2			
127 Eganville						2		
128 Westport	9	3	1	9	9			
Totals	609	206	44	63	47	269	129	8

CONTINUATION

Statistics for the year

Name of School.	Destination of Pupils.						Occupation of Parents.					Value of	
	Agriculture, etc.	Mercantile life.	Teaching.	Other professions.	Mechanical occupations.	Other pursuits.	Agriculture, etc.	Mercantile life.	Professions.	Mechanical occupations.	Other pursuits.	Library.	Scientific apparatus.
												$	$
96 2 Russell	3	....	....	....	....	3	17	2	.....	2	7	86	58
97 Keewatin	....	1	1	2	2	3	.....	2	3	12	10	84	172
98 Fort Frances	....	4	....	....	3	....	4	7	1	11	5	152	277
99 Cobden	....	4	1	....	....	5	18	5	1	1	11	83	80
100 Eganville	2	2	1	1	3	4	11	13	4	11	3	20	449
101 Coldwater	...	1	2	....	....	....	10	4	1	2	11	154	189
102 Creemore	2	1	....	1	....	1	9	12	1	1	16	150	204
103 5 Flos	....	....	....	....	1	5	9	7	1	8	5	105	50
104 Alliston	15	3	8	2	....	....	75	30	5	15	21	278	454
105 Beeton	7	4	2	....	1	6	39	15	3	6	3	161	271
106 5 Essa	4	3	2	1	....	3	32	8	.....	5	3	155	340
107 Stayner	9	3	....	....	....	14	41	18	6	6	15	155	290
108 Tottenham	1	....	3	1	2	....	37	7	4	7	8	300	300
109 14 Roxborough	1	1	. .	2	....	3	22	6	1	1	5	154	182
110 Finch	3	....	....	....	....	3	10	.....	.....	5	4	174	156
111 Bobcaygeon	2	....	....	3	1	1	10	1	1	7	7	37	75
112 Fenelon Falls	2	2	1	....	3	4	10	6	4	15	16	152	137
113 Bracebridge	2	1	3	1	2	20	15	15	6	27	35	300	430
114 Elmira	3	3	....	....	....	3	6	5	.....	2	13	53	59
115 New Hamburg	1	....	1	2	1	2	8	3	5	5	7	160	156
116 Bridgeburg	1	6	....	...	9	2	2	17	1	19	5	34	237
117 11 Bertie	1	1	....	....	....	4	9	7	1	5	3	67	134
118 Palmerston	....	....	....	....	....	....	12	13	14	12	19	155	169
119 Erin	4	2	3	1	....	....	13	5	1	5	8	111	132
120 Macdonald Consolidated	2	1	....	....	....	2	12	1	3	4	7	119	140
121 Drayton	9	1	2	2	....	2	60	18	6	15	11	337	386
122 13 E. Gwillimbury	11	1	2	....	2	3	37	10	6	5	6	103	216
123 14 King	....	....	....	....	....	8	9	1	1	3	8	102	155
124 Stouffville	4	....	....	....	....	....	18	14	3	3	7	52	96
125 Woodbridge	5	1	....	....	....	1	15	6	1	.....	15	96	116
126 Amherstburg	....	4	5	1	1	....	18	5	3	8	12	200	603
127 Eganville	....	....	2	1	....	5	13	4	2	7	8	229	122
128 Westport	....	....	3	3	....	1	17	9	1	4	2	147	148
Totals	279	166	163	86	86	413	2,478	855	343	889	1,301	19,201	23,205

SCHOOLS.—Concluded.

ending 31st December, 1909.—Concluded.

	Equipment.			Fees.			
	Maps, charts, globes, etc.	Drawing models.	Total value of equipment.	Monthly fee of pupils of Section.	Monthly fee of other pupils.	Basis of special county grant, if any.	Total Government grant.
	$	$	$	$ c.	$ c.		$ c.
96	49	63	256	1 00	1 00	.....	189 82
97	71	35	362	.....	.....	.....	671 16
98	35	20	484	.....	.....	.....	699 34
99	.....	23	186	.....	2 00	....	191 30
100	44	.....	513	.....	1 00	.....	†152 50
101	25	26	394	1 00	1 00	.....	252 80
102	7	17	378	.....	1 00	. .....	214 83
103	93	.....	248	.....	60	.....	245 25
104	42	53	827	50	1 50	.....	515 22
105	48	25	505	1 00	1 00	.....	437 06
106	35	28	558	75	75	.....	448 13
107	35	24	504	50	1 00	.....	396 77
108	50	50	700	F's II & III $1.00	1 00	....	391 30
109	32	38	406	60	60	50% extra.	219 70
110	42	31	403	1 00	1 00	50% extra.	195 11
111	20	3	135	.....	1 00	.....	†124 34
112	30	25	344	.....	1 00	.....	296 23
113	51	57	838	50	1 00	.....	1,086 66
114	25	26	163	.....	.....	.....	215 21
115	26	28	370	.....	50	.....	247 60
116	.....	11	282	.....	1 00	.....	251 98
117	5	28	234	.....	1 00	.....	268 00
118	30	25	379	....	50	$150 extra.	429 17
119	23	25	291	50	50	$150 extra.	237 95
120	59	15	333	....	....	$75 extra.	187 87
121	60	16	799	F II 50c; F III $1.00	1 00	$75 extra.	483 00
122	10	23	352	1 00	1 00	$150 extra.	361 98
123	42	8	307	F's II & III $1.00	50c; 1 00	.....	235 13
124	24	18	190	1 00	1 00	.....	.....
125	20	11	243	1 00	1 00	.....	‡250 41
126	55	25	883	.....	1 00	.....	227 45
127	23	25	399	.....	.....	..... .	225 05
128	33	28	356	.. ..	50	.....	144 64
	3,801	3,043	49,250	.....	.....	.....	41,125 56

† Fifth Class grant. ‡Of this amount, $50.00 was paid as a Fifth Class grant.

LIST OF CONTINUATION SCHOOLS, ARRANGED ALPHABETICALLY, ACCORDING TO POST OFFICES.

Acton.
Alliston.
Alvinston.
Amherstburg, Public School.
Amherstburg, Separate School.
Ashton.
Avonmore.
Bath.
Beaverton.
Beeton.
Belmont.
Blenheim.
Blind River.
Blyth.
Bobcaygeon.
Bolton.
Bothwell.
Bowesville.
Bracebridge.
Bruce Mines.
Brussels.
Burk's Falls.
Burlington.
Bridgeburg.
Cannington.
Carp.
Chesterville.
Claremont.
Cobden.
Coldwater.
Comber.
Cookstown.
Crediton.
Creemore.
Cumming's Bridge.
Drayton.
Dresden.
Durham.
Eganville, Public School.
Eganville, Separate School.
Elmira.
Elmvale
Ennismore.
Erin.
Exeter.
Fenelon Falls.
Finch.
Fitzroy.
Flesherton.
Fort Frances.
Gore Bay.
Grand Valley.
Guelph.
Hanover.
Harrow.
Havelock.
Highgate.
Huntsville.
Jarvis.
Jockvale
Kars.
Keewatin.
Kenmore.
Kinburn.
Lakefield.
Lanark.
Lansdowne.
Little Current.
Lucknow.
Malakoff.
Manotick.
Manitowaning.
Maxville.
Melbourne.
Metcalfe.
Merrickville.
Millbrook.
Milton.
Morewood.
Mount Albert.
Munster.
New Hamburg.
New Liskeard.
North Augusta.
North Gower.
Norwich.
Odessa.
Oil Springs.
Paisley.
Pakenham.
Palmerston.
Parry Sound.
Plattsville.
Port Burwell.
Powassan.
Princeton.
Richard's Landing.
Richmond.
Ridgeway.
Ripley.
Rodney.
Russell.
Schomberg.
Shelburne.
Southampton.
Spencerville.
Springfield.
Stayner.
Stella.
St. George.
Stittsville.
Stouffville.
Tavistock.
Teeswater.
Thamesville.
Thessalon.
Thornbury.
Tilbury.
Tottenham.
Tweed.
Vernon.
Wallaceburg.
Warkworth.
West Lorne.
Westport, Separate School.
Westport, Public School.
Winchester.
Woodbridge.

APPENDIX K.—REPORT OF THE LIBRARIAN OF THE DEPARTMENT OF EDUCATION.

To the Hon. R. A. Pyne, M.D., LL.D., M.P.P., *Minister of Education for the Province of Ontario*:

Sir,—I have the honour to submit herewith the Report of the Library of the Department of Education for the year 1909.

Table "A." The great falling off in the number of books loaned in 1909 as compared with 1908 requires a few words of explanation. (1) By the Regulations of the Department, Professional Libraries were established in each of the Normal Schools in the Fall of 1908. The reading of at least six books was made obligatory on the part of each of the students, which left very little time for general literature, and this had its influence in the number of books loaned during 1909. (2) In 1908 the students of the Faculty of Education made an exceptionally heavy draft upon the section of the Library devoted to the Science of Education, which was not repeated in 1909, as in that year the University Library was in a position to furnish the students of this Faculty with the necessary reference books. (3) The reason for the great disparity in the figures for the months of September and October is that the Normal School students did not begin to teach until towards the end of October, and it is of course in connection with their teaching lessons that they need to consult and borrow so many books.

Table "B" shows that a considerable number of books have been added to those on "Fiction and Practical Life." Most of the books, however, under this head deal with practical life, as will be seen by a reference to the subjoined list of titles. A large addition had to be made to our stock of Text Books in consequence of having to supply a greater number of students, and of restoring books that were badly worn by long-continued use.

Table "C." Very few text-books and books of a miscellaneous character have been donated during the year; the excess over 1908 has been trifling.

Table "D." There has been an addition of only three newspapers and two periodicals on our subscription list for the past year.

Table "E." The number of books and magazines bound during the year is almost identical with that of 1908.

Table "F." It is a matter of regret that owing to the removal of one of my assistants to another branch of the Department for the greater part of the year, it was found impossible to keep a record of the number of persons making use of the Library.

Without wishing to be too importunate I would venture again to call your attention to the absolute need that exists for a remodelling of the Library with a view to securing not only more shelf room for the books, but shelving that will make the books more accessible to the public than they are at present. The titles of books on the upper shelves of the cases cannot be read without scaling ladders which have to be carried from place to place, and it is difficult to imagine anything more inconvenient or unpleasant in connection with the work of the Library than this. If a remedy could be found it would be an incomparable boon and would be much appreciated by all concerned.

Respectfully submitted,

Henry R. Alley, *Librarian.*

Department of Education,
Toronto, January, 1910.

TABLE "A."

Number of Books loaned, 1900-1909.

Books given out in the month of—	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909
January	526	518	542	587	673	646	714	787	850	400
February	948	1,124	959	1,036	970	848	877	831	883	1,180
March	1,454	1,563	1,084	1,538	978	777	1,042	704	1,062	1,263
April	766	997	1,187	899	854	497	578	691	661	464
May	911	867	832	901	738	723	853	739	756	807
June	540	576	510	591	482	317	319	456	388	315
July	231	317	336	168	220	296	344	176	227	250
August	224	176	233	152	259	260	203	124	120	96
September	432	411	538	476	378	446	401	388	312	112
October	1,312	1,058	958	761	776	661	616	805	1,011	356
November	1,229	1,014	1,158	687	900	962	776	1,045	1,236	1,271
December	547	516	535	600	480	475	485	352	707	247
Totals	9,120	9,137	8,872	8,396	7,708	6,908	7,208	7,098	8,213	6,761

TABLE "B."

The number of Books Purchased in 1904-1909 was as follows. (A list, in detail, for 1909, will be found at the end of this Report.)

Subjects.	1904	1905	1906	1907	1908	1909
Pedagogics	18	30	22	78	126	141
Science (Political Economy, Authropology, etc.)	10	32	17	11	59	53
Philosophy, Ethics and Religion	17	13	18	37	46	38
Manual Training, Industrial Education and Domestic Science	24	66	30	21	26	26
Poetry	13	5	16	35	20	48
Fiction and Practical Life	79	37	198	42	33	82
Literature	92	70	11	29	44	73
Music and Elocution	.....	.....	.....	.....	.....	25
Text-Books	37	84	70	60	53	134
Natural History and Nature Study	20	25	28	39	21	69
Arts (Sculpture, Architecture, etc.)	15	5	19	29	22	19
Miscellaneous (History, Biography, Reference Works)	84	119	119	260	166	177
Totals	409	486	548	641	616	885

TABLE "C."

Table showing number of Books donated to the Library during the years 1902-1909.

——	1902	1903	1904	1905	1906	1907	1908	1909
Text-Books	41	144	349	95	326	25	13	15
Miscellaneous	54	95	16	37	177	42	32	47
Totals	95	239	365	132	503	67	45	62

TABLE "D."

Newspapers and Magazines Received during the years 1904-1909.

—	1904	1905	1906	1907	1908	1909
Number of daily and weekly newspapers received...	109	126	90	87	89	92
Number of magazines and other periodicals received.	94	98	102	101	107	109
Totals.....	203	224	192	188	196	201

TABLE "E."

Books, Magazines, etc., bound during the years 1897-1909.

1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909
99	90	94	37	83	71	4	81	45	217	58	148	149

TABLE "F."

Visitors Consulting Reference Books.

	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	Total.
1907	611	729	691	848	833	517	579	768	1,019	1,056	1,052	356	9,059
1908	917	920	957	775	849	755	692	801	1,040	1,090	1,001	691	10,488

REPORTS AND OTHER DOCUMENTS RELATING TO EDUCATION, ETC., RECEIVED DURING 1909.

London County Council.

Annual Report of the Proceedings of the Council for the year ended 31st March, 1908.

Report of the Public Health Committee for the year 1907.

Syllabus of Instruction in Domestic Economy adopted by the Council, 29th May, 1906.

Report of the Medical Health Officer (Education) for 21 months ended December 31st, 1908.

Board of Education, London.

Circulars as follows:—

582. Education (Administrative provisions) Act 1907, Section 13.

577. The Education (Administrative provisions) Act 1907.

576. Memorandum on Medical Inspection of Children in Public Elementary Schools, 1907.

573. Memorandum on the History and Prospects of the Pupil-Teacher System, 1907.

574. Teaching of Latin in Secondary Schools, 1907.

561. Regulations for Secondary Schools—Geography, 1907.

599. Teaching of History in Secondary Schools, 1908.

547. Manual Instruction in Secondary Schools, 1908.

709. Circular to Local Education authorities relating to the Revision of the Regulations affecting the staffing of Public Elementary Schools and the size of classes, 1909.

596. In re Education Act, 1902.

705. Memorandum on Language Teaching in State-aided Secondary Schools in England, April, 1909.

707. Regulations for Secondary Schools, 1909.

711. Teaching of Geometry and Graphic Algebra in Secondary Schools, 1909.

730. Suggestions for the Teaching of Needlework.

Regulations as follows:—

Form 123, Regulations for Secondary Schools (English Language and Literature).

For the Preliminary Education of Elementary School Teachers, 1908.

For the Training of Teachers for Elementary Schools, 1908.

For Technical Schools, Schools of Art and other forms of provision of further Education in England and Wales, August, 1908 to July, 1909.

For the Training of Teachers for Secondary Schools, 1908.

For Secondary Schools, 1908.

For the Training of Teachers for Elementary Schools, 1909.

For the Schools for the Blind, Deaf, Defective and Epileptic Children, 1909.

For the Training of Teachers for Secondary Schools, 1909.

For Technical Schools, 1909.

For Secondary Schools, 1909.

For the Preliminary Education of Elementary School Teachers, 1909.

For the Training of Teachers of Domestic Subjects, 1909.

Code of Regulations for Public Elementary Schools in England, 1909.

Code of Regulations for Public Elementary Schools in England, 1908.

Syllabi as follows:—

Syllabus and lists of apparatus, Aug., 1908, to July, 1909.

Syllabus of Lessons on Temperance in Public Elementary Schools, 1909.

Syllabus of Physical Exercises for Public Elementary Schools, 1909.

Syllabus of the certificate examination for teachers in Elementary Schools, 1911.

Syllabus of the Preliminary Examination for the Elementary School Teachers' Certificate, 1911, part I., Dec., 1910; part II., April, 1911.

Memorandum respecting Music in Secondary Schools.

Memorandum on closure of and exclusion from school, 1909.

School closure and exclusion of individual scholars on medical grounds.

Report on Elementary Schools, 1852-1882, by Matthew Arnold, 1908.

Report of the Board of Education, 1907-1908.

Statistics of Public Education in England and Wales, 1906-07-08.

Statistics of Public Education in England and Wales, part I., 1907-08.

Memorandum to Inspectors E. No. 30, Notes on the Inspection of Gardening Classes in Elementary Schools, 1909.

Educational pamphlets, No. 17. Report on Science Teaching in Public Schools represented on the Association of Public School Science Masters, 1907.

Scheme of classification adopted for the arrangement of the books in the Board of Education Library, 1908.

List of accessions to the Board of Education Library No. 1.

List of accessions to the Board of Education Library No. 4.

Report of the Consultative Committee on Attendance, Compulsory or Otherwise, at Continuation Schools. Vols. I., II., 1909.

Reports from Universities and University Colleges in Great Britain, 1907-08.

List of Training Colleges (and Hostels) for the Training of Teachers for Elementary Schools in England and Wales, 1907-08.

Prospectus of the Royal College of Art, 1909-1910.

From Great Britain and Ireland.

Special Reports on Educational Subjects, Vol. 22. Provisions made for children under compulsory school age in Belgium, France, Germany and Switzerland, 1909. Vol. 23. Education in Russia, 1909.

Scotch Education Department, Regulations for the Preliminary Education, Training and Certification of Teachers for various grades of schools, 1907.

Education (Scotland) Act, 1908.

The Elementary School Teachers' (Superannuation) Act, 1898; The Elementary School Teachers' Superannuation Rules, 1899, (including the additional rules of 1904-5-7-9); Annuity Tables; Explanatory Memorandum.

Report of the Commissioners of National Education in Ireland, 1908-09.

Inspection of Church Schools in Religious Knowledge, 1908-09. (National Society Annual Report, 1909).

The Imperial College of Science and Technology, London. (1) Calendar 1909-1910. (2) Prospectus, 1909-1910.

Royal Colonial Institute. Proceedings, Vol. XL., 1908-09.

Report of Negotiations for amalgamation between the League of the Empire and Victoria League, 1908.

Cambridge Antiquarian Society—quarto publication. King's Hostel.

Trinity College, by W. D. Caroe, 1909. Proceedings, Oct. 19th, Dec. 7th, 1907; Jan. 25th; March 15th, 1909; May 3rd., May 31st, 1909.

List of Members, Oct. 1, 1909.

University of London Calendar, 1909-1910.

Department of Agriculture and Technical Instruction for Ireland. (1) Journal for Jan.-July, 1909. (2) Technical Instruction in Newry, by E. Holden. (3) In Ballymena, by P. F. Gillies. (4) A Method of Keeping Attendance Records, by G. E. Armstrong; (5) Northland Schools of Housewifery, Londonderry. (6) Programme for Technical Schools, Science and Art Schools and Classes, 1909-10. (7) Programme of the Irish Training Schools of Domestic Economy.

From the British Possessions.

Australasia:

New South Wales: (1) Palaeontology. No. 13, A Monograph of Corals, by R. Etheridge. Pts. 1 and 2, 1904.

Department of Public Instruction:—(1) The Rural School. (2) Education for Industrial Purposes. (3) Secondary Education. (4) University as a Public Institution.

South Australia: Report of the Board of Governors of the Public Library. Museum and Art Gallery, 1907-08.

Western Australia: Report of the Department of Education for the year 1908.

Queensland: 39th Report of the Secretary for Public Instruction for the year 1908.

New Zealand: Report of the Education Department for the year 1907.

South Africa:

Natal: Report of the Superintendent of Education for the year ended June 30th, 1908.

Orange River Colony: Report of the Director of Education, 1907-08.

India:

(1) Progress of Education in India, 1902-07. 5th Quinquennial Review, H. W. Orange. Vols. 1 and 2. (2) Occasional Reports No. 5. Training of Secondary Teachers, 1909.

British Guiana:

Report of the Inspector of Schools, 1908-09.

From the Dominion of Canada.

Reports of the Superintendents of Education for (1) British Columbia, 1907-08. (2) Prince Edward Island, 1908. (3) Nova Scotia, 1908. (4) New Brunswick, 1907-08. (5) Manitoba, 1907 and 1908.

University of Toronto. (1) Report of the Board of Governors for the year ending 30th June, 1908. (2) President's Report, University of Toronto, for the year ending 30th June, 1908. (3) Examination papers, 1907. (4) Calendar, Faculty of Arts, 1908-09 and 1909-10. (5) Calendar, Faculty of Education, 1908-09 and 1909-10. (6) Calendar, Household Science, 1909-10. (7) Calendar, Faculty of Forestry, 1909-10. (8) Calendar, Faculty of Applied Science, 1909-10. (9) Calendar, Faculty of Medicine, 1909-10. (10) Curricula in Music. (11) Curriculum for Junior Matriculation, 1909-10. (12) Information for students, miscellaneous curricula.

McGill University and College: (1) Annual Report, 1907-08. (2) Calendar, 1909-1910. (3) Graduates of McGill University, corrected to July, 1909. (4) Bulletin of General Information, Jan. 1909.

University of Ottawa: Calendar, French and English, 1909-1910.

University of Manitoba: (1) Calendar, 1909-1910. (2) Examination papers, 1909.

Queen's College and University, Kingston: (1) Examination papers, 1909. Faculty of Education, Calendar, 1909-10. (3) Calendar, School of Mining, 1909-10.

Victoria College, Toronto: (1) Bulletin, 1908-09. (2) Calendar, Faculty of Theology, 1908-09. (3) Calendar, 1909-1910.

Presbyterian College, Halifax; Calendar, 1909-1910.

Dalhousie University, Halifax: Calendar, 1909-1910.

Annuaire de L'Université Laval pour l'année Académique, 1909-1910.

Les Écoles Normales Primaires de la Province de Quebec et leurs œuvres, complémentaires. Récit des Fêtes Jubilaires de L'école Normale Jacques Cartier, 1857-1907.

Department of the Interior, Forestry Branch, Bulletin 1.—Tree Planting on the Prairies of Manitoba, Saskatchewan and Alberta.—Norman M. Ross, 1909. The Riding Mountain Forest Reserve, by J. R. Dickson.

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The "Globe" Poetry Books, pt. 1 and 2.
The "Globe" Edition, Poetical Works of John Milton, Alexander Pope, Sir Walter Scott, Percy B. Shelley, Matthew Arnold, Samuel T. Coleridge, Works of Horace, John Keats, Wm. Cowper, Robert Burns, Works of Virgil, Oliver Goldsmith, Lord Byron, Geoffrey Chaucer, Edmund Spencer.
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Cyclopedia of Practical Quotations, J. K. Holt.
Scientific American Cyclopedia, Albert A. Hopkins.
Harmsworth Encyclopedia, 10 vols., published by Thomas Nelson & Sons.
International Directory of Booksellers' and Bibliophiles' Manual, 1910.
Statesman's Year Book, 1909, edited by J. Scott Keltie.
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Book Review Digest, 4 vols.

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The New Century Book of Facts, Carroll D. Wright.

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Quarterly Review, General Index, Vols. from 182 to 200 inclusive.

Commercial and Library Atlas of the World, G. W. Bacon.

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The History of Canadian Journalism in Several Portions of the Dominion, with a sketch of the Canadian Press Association, 1859-1908, edited by Committee of the Association.

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The New French and English Dictionary, by James Boielle, aided by DeV. Payer-Payne.

The History of English Journalism, by J. B. Williams.

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APPENDIX L.—PUBLIC LIBRARIES, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

REPORT OF WALTER R. NURSEY, INSPECTOR OF PUBLIC LIBRARIES, SCIENTIFIC INSTITUTIONS AND LITERARY AND SCIENTIFIC SOCIETIES IN THE PROVINCE OF ONTARIO, FOR THE YEAR 1909, WITH THE STATISTICS OF 1908.

To the Hon. R. A. PYNE, M.D., LL.D., M.P.P., *Minister of Education for the Province of Ontario.*

SIR,—I have the honour to submit herewith the report on the Public Libraries, Scientific Institutions and Literary and Scientific Societies receiving a share of the Legislative Grant for the year ended 31st December, 1908.

I have the honour to be,

Sir,

Your obedient servant,

WALTER R. NURSEY.

Inspector of Public Libraries, Etc.

THE LATE MR. THADDEUS W. H. LEAVITT, INSPECTOR OF PUBLIC LIBRARIES.

A very lamentable incident, and one seriously affecting the cause of Library advancement in the Province, occurred in the sudden death of Mr. T. W. H. Leavitt, who had filled with great acceptability the position of Inspector of Public Libraries of Ontario since November, 1905. Mr. Leavitt, who by training and inherent ability, was peculiarly adapted to administer the duties of his office, but at no time a robust man, died after a comparatively short illness, June 21st, 1909. An exceptionally capable official, a progressive of the progressives, infatuated with the great possibilities confronting him, he was ever on the alert for a practical idea, provided it seemed to spell success in the important field he was exploiting. While opinions may differ as to his views, the standard he set in library work was without question a splendid one, and difficult for his successor to measure up to.

Dying in harness, he left many unsolved problems behind him. Of the many plans he had in view, the most interesting perhaps was his initial effort to so utilize the functions of the libraries that they would become important factors in the educational system of the Province, through their technical sections. His last effort in this direction found expression in a spirited, well-digested paper on the Library in its relation to the industrial workers of Canada, which was read at the annual meeting of the Ontario Library Association, April 12th, 1909. In this he outlined a scheme by which he hoped to overcome the artizan's hostility to the mechanic's institute and introduce technical education in the public library. This latter, he maintained, was destined to become the People's University, the mechanic's school of industrial knowledge.

The plan which he roughly formulated but did not live to see in operation or effective, he has left as a legacy to his successor. The co-operation of the Ontario Library Association, the Library Institutes, Library Boards, and of every librarian in the country, is now invited for the purpose of finding a practical solution of these problems, a solution that will find favour with the Minister of Education and prove acceptable to the country. Mr. Leavitt has left behind him a record of good work in the cause of library advancement that will prove a lasting memorial to his worth as a man and his exceptional efficiency as a public servant.

Ottawa Public Library, Children's Reading Room.

The Inspector's Duties and Responsibilities.

Appointed in August last to succeed Mr. Leavitt as Inspector of Public Libraries, I approached the current and unfinished work of the office with hesitation. An accumulation of business awaited prompt attention. The new fiscal year ending on October 31st instead of with the calendar year as formerly, left but a few weeks for inspection and the preparation of an annual report. The brevity and incompleteness of this report now submitted is due to the reasons cited. In these circumstances only the briefest summary of the transactions of the year is possible.

In order to properly appraise the functions of the Inspector's office and for purposes of reference, it may be well before describing existing conditions, to enumerate some of the matters coming under his supervision. Chief of these, and more or less in the order of their importance, appear to be:

(1) Inspection of Libraries.

(2) Tabulating the Public Libraries' annual reports.

(3) The apportionment of the Legislative grants for Public Libraries, Historical Societies, etc.

(4) Preparation of Inspector's annual report.

(5) Drafting the Regulations.

(6) Arranging for and attending Library Institutes, and the disbursement of money to pay the expenses of same.

(7) Attending meetings of the Ontario Library Association.

(8) Preparing papers and addresses for same.

(9) The correspondence of the office.

(10) Preparing Annotated Catalogues and Finding Lists of 8,000 books comprising Travelling Libraries, classified under the Dewey-Decimal system.

(11) Receiving and recording applications for the circulation of nearly 200 Travelling Library cases.

(12) The work of re-binding and repairing damaged volumes.

(13) The selection and purchase of books for Travelling Libraries and special technological collections.

(14) Preparing "special cases" suitable for Juveniles, Women's and Farmers' Institutes and for Libraries in industrial centres calling for Technological collections.

(15) Editing for publication in the Annual Departmental Report the reports of Historical, Scientific and other Societies.

(16) Arranging for the writing and publication of the books comprising the "Canadian Heroes Series."

(17) Supervising the work of the travelling cataloguer and classifier.

(18) The exhibition of "slides" (views) of the established libraries, Public and Free, and of other subjects, suitable for rural communities.

In addition to the fixed duties as enumerated, the following branches of library work call for the Inspector's investigation and his reports thereon to the Minister of Education.

(*a*) The steps to be taken for the salvation of small and decadent libraries, entailing the study of how to revive the quick and resuscitate the dead.

(*b*) Active encouragement and instruction in establishing Children's Departments in local libraries, with the proper classifying and cataloguing of children's books.

(*c*) The introduction of some system of classifying and cataloguing of books in all departments of all libraries, to the end that a uniform system be adopted throughout the Province.

(*d*) Inculcating in the minds of Library Boards and Librarians the benefits of *free access,* wherever construction of the library buildings make such feasible, and eliminating the *age limit.*

(*e*) Encouragement of the purchase of a reduced proportion of Fiction and the gradual raising of the standard of the books bought by the smaller libraries.

(*f*) Encouragement of the purchase of British publications wherever practicable, preferably those "made in Canada," so helping to check the unwise flooding of the Province with United States literature, much of which neither reflects the views of the Canadian people, nor in the matter of Canadian history is reliable.

(*g*) The encouragement of all incompetent librarians to qualify for the proper discharge of their duties, which can only be brought about by a true appreciation of the high responsibilities, the great opportunities and the honourable character of their calling.

(*h*) The directing of the attention of incompetents, of which there are too many, to the only summer school in Canada as yet established for their special benefit, viz., the McGill University Summer School for Librarians, in Montreal.

(*i*) The devising of some plan, acceptable to the Minister of Education, for opening a similar school in the Province of Ontario.

(*j*) The encouragement of Study Clubs.

(*k*) The serious question of the disinfection of books.

(*l*) The conversion of Association libraries into Free Libraries.

(*m*) The question of how far the function of the Public Library in Ontario can usefully and at a minimum cost, be extended, in assisting Technological Education, along lines similar to those adopted by the Correspondence Schools of the United States.

(*n*) How to save and equitably allot the unexpended balance—the residue—of the annual Legislative appropriation for Public Libraries, which for some years has reverted to the Treasury, owing to the apathy, or, more often, regretable inability of many of the smaller libraries to earn the grant under existing conditions.

The above is a fair indication of some of the things that an energetic Inspector can devote his attention to with profit. The programme—incomplete as it is—is one that presents a splendid and inviting field of opportunity.

Oshawa Public Library, Reference Room.

THE STORY OF THE PUBLIC LIBRARIES, FREE AND NOT FREE, FOR THE YEAR 1908.

The following libraries were incorporated during the year:

Mono Centre. Library re-established.

North Toronto.

Shetland.

The following libraries did not report for the year 1908. Should they neglect to report for 1909, they will be removed from the list of libraries entitled to participate in the Legislative Grant:

Abingdon, Bayham, Bervie, Bruce Mines, Caledonia, Cayuga, Chapleau, Cobden, Cold Springs, Coldwater, Cookstown, Douglas, Dromore, Duart, Fort Frances, Granton, Harrington, Inglewood, Inwood, Iroquois, Kinburn, Little Current, Lucan, Manitowaning, Metcalfe, Mono Centre, Mono Mills, Napanee Mills, Poland, Priceville, Princeton, Rodney, Rosseau, Schomberg, Shakespeare, Singhampton, Sturgeon Falls, Sunnidale, Tamworth, Teeswater, Thamesford, Thessalon, Watson's Corners, Westport, Wyoming.

In consequence of the following libraries not having reported to the Education Department for two years and over, they have been removed from the list of libraries entitled to participate in the Legislative Grant in accordance with the Regulations:

Addison, Berwick, Bognor, Burnstown, Dresden, Glamis, Glen Allan, Glen Cross, Highgate, Jasper, Linwood, Lorne Park, Maxwell and Feversham, Mississippi, Pelee Island, Spencerville, Sprucedale, Zephyr.

Pending the adoption of some well-considered plan by which decadent libraries may be saved, the reading requirements of the last-named places will in part be met by supplying Travelling Libraries. Forms of application for these are issued by the Department upon request.

For further information in regard to the mortality among the smaller libraries attention is directed to the article headed "The Present Status and Prospects of Public Libraries."

Oshawa Public Library, Reading Room.

TABLE A.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (free) for the year ending 31st December, 1908.

Number.	Free Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and magazines.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
1	Acton	58 19	185 00	.....	128 36	371 55	234 20	137 35	206	2,642	5,294	.....	2,754 65	.....
2	Ailsa Craig	1 10	50 00	5 80	215 79	272 69	122 76	149 93	175	2,838	3,561	.....	2,175 00	.....
3	Alton	.....	.....	.....	168 10	168 10	154 22	13 88	125	4,710	4,240	.....	4,850 00	.....
4	Amherstburg	208 75	375 00	62 95	245 75	892 45	809 17	83 28	472	4,547	11,985	28	9,301 28	.....
5	Arnprior	27 90	100 00	.....	91 89	219 79	201 29	18 50	342	2,730	4,192	.....	1,358 50	.....
6	Aurora	43 67	150 00	.....	170 82	364 49	352 47	12 02	405	3,244	7,011	14	3,881 02	866 55
7	Aylmer	144 67	325 00	17 40	68 27	555 34	553 38	1 96	589	5,139	12,772	35	4,678 00	.....
8	Ayr	50 49	165 00	4 50	49 63	269 62	257 34	12 28	306	3,443	6,082	26	1,980 00	.....
9	Berlin	250 00	2,867 10	.....	409 95	3,527 05	3,515 22	11 83	1,593	9,426	25,245	98	41,038 91	.....
10	Belleville	250 00	3,000 00	.....	587 84	3,837 84	3,628 95	208 89	2,994	7,668	35,897	49	46,800 00	.....
11	Bothwell	72 33	125 00	21 17	126 41	344 91	221 38	123 53	157	2,046	3,377	.....	1,675 00	.....
12	Bracebridge	161 89	876 32	30 99	405 52	1,474 72	1,394 59	80 13	630	4,157	12,755	26	13,236 49	.....
13	Brampton	117 34	1,000 00	.....	127 37	1,244 71	1,147 95	96 76	588	5,095	16,515	38	15,863 00	.....
14	Brantford	250 00	4,785 00	.....	228 65	5,263 65	4,991 67	271 98	4,351	22,199	93,319	101	56,800 00	.....
15	Brighton	50 67	195 00	.....	45 99	291 66	291 66	.....	270	3,411	5,264	27	1,712 50	8 51
16	Brockville	250 00	1,200 00	.....	321 74	1,771 74	1,609 94	161 80	2,368	11,446	29,440	62	23,000 00	32 23
17	Brussels	80 14	190 00	.....	134 76	404 90	240 98	163 92	175	3,713	4,218	23	2,250 00	.....
18	Burk's Falls	23 44	275 00	.....	17 09	315 53	252 26	63 27	312	2,671	3,429	21	1,150 00	.....
19	Caledon	22 69	15 00	3 75	14 36	55 80	55 80	.....	102	3,478	2,640	5	2,932 24	.....
20	Camden East	10 18	.....	.....	83 39	93 57	91 48	2 09	168	1,977	2,619	10	1,101 57	177 79
21	Cardinal	20 59	150 00	50	49 19	220 28	194 63	25 65	188	4,965	2,919	10	1,100 00	.....
22	Carleton Place	129 83	300 00	.....	230 32	660 15	481 72	178 43	330	5,049	7,952	27	3,650 00	.....
23	Chatham	250 00	1,733 04	.....	600 55	2,583 59	2,049 12	534 47	1,098	7,037	29,634	45	26,960 08	.....
24	Chesley	66 08	245 00	16 75	149 49	477 32	320 02	157 30	260	2,383	6,384	18	1,050 00	.....
25	Chesterville	.....	40 00	.....	27 49	67 49	50 25	17 24	283	1,762	6,815	.....	1,563 50	.....
26	Clifford	66 70	100 00	10 50	.....	177 20	170 34	6 86	229	4,312	2,074	.....	2,439 45	.....
27	Clinton	167 69	315 00	.....	490 29	972 98	770 74	202 24	510	5,688	18,412	45	13,500 00	.....
28	Collingwood	195 29	1,850 00	.....	186 55	2,231 84	2,227 29	4 55	651	6,407	16,922	41	23,581 44	106 93
29	Copper Cliff	.....	100 00	.....	19 00	119 00	100 00	19 00	220	750	2,510	.....	825 00	.....
30	Cornwall	142 28	600 00	.....	174 32	916 60	880 45	36 15	1,034	4,436	18,235	48	11,473 60	105 70
31	Creemore	13 25	35 00	1 75	5 71	55 71	43 26	12 45	100	1,275	815	.....	608 67	.....

32	Delhi	30 89	125 00	21 00	24 53	201 42	165 52	35 90	354	1,906	2,547	14	1,530 00	
33	Deseronto	139 41	600 00		166 72	906 13	679 32	226 81	710	5,711	31,962	32	3,447 00	
34	Drayton	25 61	150 00	14 00	131 02	320 63	315 10	5 53	595	3,197	3,757	13	1,600 00	120 00
35	Dutton	39 51	200 00	36 00	24 20	299 71	154 27	145 44	158	2,230	3,544	10	1,793 69	
36	Elmira	75 13	260 00		171 68	506 81	395 58	111 23	181	2,737	4,657	23	2,512 98	39 70
37	Erin	20 58	71 00	2 75	5 98	100 31	98 51	1 80	176	2,243	3,955		1,637 26	
38	Exeter	75 14	115 00	25 00	4 18	219 32	216 56	2 76	422	4,829	8,128	25	2,600 00	
39	Forest	53 52	275 90		97 50	426 92	420 79	6 13	421	4,471	10 936	16	3,550 00	37 15
40	Galt	250 00	2,150 00		337 23	2,737 23	2,595 58	141 65	2,600	7,636	45,068	65	34,000 00	1,000 00
41	Garden Island	106 64	250 00	38 00	159 05	553 69	477 94	75 75	130	6,662	1,465	26	4,489 24	
42	Georgetown	79 66	200 00		157 93	437 59	338 99	98 60	236	3,399	9,773	21	2,600 00	
43	Glencoe		50 00	13 40	32 99	96 39	95 25	1 14	152	2,688	1,845		1,201 14	18 20
44	Goderich	115 20	765 00		357 81	1,238 01	1,044 57	193 44	725	4 662	15,640	42	11,800 00	
45	Gore Bay	135 00			25 22	160 22	86 02	74 20	100	1,276	3,650		885 00	
46	Grand Valley	53 22	207 28		107 81	373 31	316 55	56 76	220	2,964	4,564	20	1,850 00	
47	Grantham (St. Catharines)	54 63	50 00		79 14	183 77	136 74	47 03	190	2,818	1,613		1,845 00	
48	Gravenhurst	21 98	85 00		20 86	127 84	120 93	6 91	239	2,545	5,859		1,236 91	22 50
49	Grimsby	98 87	400 00	2 00	68 65	569 52	569 52		852	5,113	18,354	33	4,158 95	
50	Guelph	250 00	2,200 00		510 76	2,960 76	2,960 76		1,684	13,969	67,081	64	37,600 00	
51	Hagersville	10 85	137 50	16 90	57 84	223 09	156 33	66 76	110	2 127	5,669	13	1,400 00	
52	Hamilton	250 00	17,800 00		3,724 17	21,774 17	20,644 53	1,129 64	20,380	37 302	208,003	360	81,217 00	3,678 00
53	Hanover	128 82		19 64	24 97	173 43	146 69	26 74	250	1,203	3,872		985 62	14 00
54	Harriston	60 10	225 00	6 50	5,505 24	5,796 84	5,578 67	218 17	469	5,088	8,258	39	10,750 00	
55	Hensall	52 87	104 94	24 71	35 41	217 93	185 90	32 03	220	1,729	3,629		1,410 25	
56	Hespeler	125 95	300 00	1 00	99 83	526 78	473 81	52 97	489	4,035	11,076	27	2,750 00	
57	Ingersoll	157 61	600 00		121 15	878 76	809 73	69 03	1,000	5,110	17,992	25	2,500 00	
58	Kemptville	124 26	211 00		130 22	465 48	457 75	7 73	327	2,205	8,400	22	1,789 79	22 00
59	Kincardine	88 08	383 92		138 38	610 38	529 78	80 60	434	3,614	8,230	41	7,925 00	60 45
60	Kingston	143 72	500 00	310 14	208 81	1,162 67	1,007 12	155 55	290	6,326	37,901	64	7,029 87	
61	Kingsville	92 04	250 00		62 36	404 40	404 40		190	2,521	4,628	23	1 750 00	60 07
62	Lakefield	67 58	100 00	1 00	12 80	181 38	178 74	2 64	175	1,645	3,427	17	710 00	6 00
63	Lanark	45 66	118 00		16 86	180 52	176 79	3 73	228	1,927	3,786		1,418 30	
64	Lancaster		50 00		19 85	69 85	61 60	8 25	211	3,667	2,289	14	5,050 00	
65	Leamington	112 35	250 00		131 42	493 77	476 05	17 72	660	2,725	8,867	27	1,950 00	
66	Lindsay	183 30	1,208 48		107 85	1,499 63	1,317 64	181 99	966	5,531	22,329	64	17,220 76	250 12
67	Listowel	92 46	500 00	45 20	100 88	738 54	701 74	36 80	550	3,475	7,318	20	11,683 72	
68	London	250 00	10,482 00		795 71	11,527 71	11,336 70	191 01	8,000	22,757	104,948	141	71,933 26	29,000 00
69	Markdale	56 56	150 00		18 70	225 26	216 72	8 54	146	3,102	3,074	16	3,000 00	
70	Marlbank	18 20			72 20	90 40	58 49	31 91	317	783	1,235	17	614 96	
71	Matilda (Iroq.)	14 74			33 03	47 77	46 44	1 33	215	546	10,861		386 82	
72	Merrickville	24 81	200 00	7 20	56 02	288 03	181 10	106 93	184	2,936	3,965		2,606 93	
73	Merritton	28 46	125 00		106 55	260 01	179 63	80 38	506	2,266	5,450		1,558 68	
74	Midland	122 27	405 45		154 50	682 22	600 81	81 41	738	3,869	12,399	34	2,010 00	

TABLE A.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (Free), etc.—Continued.

Number.	Free Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and magazines.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c
75	Millbrook	75 77	175 00	.....	132 19	382 96	307 96	75 00	205	2,442	7,731	31	1,775 00	200 00
76	Milverton	75 00	.....	.....	107 53	182 53	130 25	52 28	192	2,605	*	9	2,060 00	.....
77	Mitchell	82 15	335 00	17 35	575 33	1,009 83	922 33	87 50	244	4,538	10,487	23	5,361 56	.....
78	Newmarket	67 46	275 00	10 10	45 76	398 32	366 69	31 63	870	2,668	12,795	27	1,439 80	.....
79	Niagara Falls	250 00	1,500 00	51 28	95 43	1,896 71	1,847 77	48 94	1,573	8,885	23,850	39	7,900 00	.....
80	North Bay	118 59	250 00	.....	37 67	406 26	363 39	42 87	455	2,696	7,455	13	2,100 00	.....
81	Orangeville	129 43	820 00	.....	508 12	1,457 55	1,141 04	316 51	489	3,780	6,580	39	17,100 00	.....
82	Oshawa	137 22	825 00	.....	122 49	1,084 71	766 30	318 41	1,000	4,323	11,914	40	3,950 00	.....
83	Ottawa	250 00	9,300 00	.....	9,992 88	19,542 88	18,692 79	850 09	31,000	32,500	182,244	201	187,500 00	76,000 00
84	Otterville	.....	48 73	.....	43 87	92 60	30 55	62 05	148	922	1,001	.....	475 80	.....
85	Paisley	70 75	195 00	30 20	3 51	299 46	299 17	29	225	4,910	5,597	9	3,300 00	.....
86	Palmerston	41 42	360 00	.....	443 67	845 09	744 28	100 81	426	2,359	7,400	20	13,629 00	63 00
87	Paris	77 85	1,000 00	2 00	193 67	1,273 52	1,144 34	129 18	650	7,944	6,772	43	14,000 00	.....
88	Parkhill	.....	150 00	.....	40 80	190 80	142 27	48 53	400	2,446	2,947	.....	1,380 00	.....
89	Parry Sound	38 80	375 00	14 15	121 57	549 52	344 01	205 51	232	1,949	3,767	.....	1,430 00	47 44
90	Pembroke	250 00	721 69	.....	1,770 84	2,742 53	1,136 96	1,605 57	700	331	11,000	37	1,755 59	9 50
91	Penetanguishene	72 03	550 00	30 45	.....	652 48	543 57	108 91	670	4,697	17,978	15	3,575 01	.....
92	Perth	229 38	950 00	18 00	455 55	1,652 93	1,477 74	175 19	647	2,855	15,958	34	14,692 19	80 70
93	Picton	250 00	865 89	20 00	321 07	1,456 96	1 353 87	103 09	1,055	3,987	24,947	48	15,824 40	.....
94	Port Carling	38 52	116 58	11 50	2 07	168 67	162 25	6 42	150	1,751	1,626	14	795 00	.....
95	Port Colborne	43 48	100 00	.....	115 24	258 72	186 67	72 05	473	2,357	5,413	.....	1,657 35	.....
96	Port Rowan	.....	50 00	5 00	82 22	137 22	117 20	20 02	200	2,021	1,133	.....	790 00	267 00
97	Prescott	137 06	250 00	.....	51 27	438 33	429 60	8 73	626	5,959	11,935	25	5,300 00	.....
98	Preston	130 49	391 84	.....	156 63	678 96	618 95	60 01	640	7,264	9,241	33	7,309 00	.....
99	Rat Portage (Kenora)	27 50	379 07	.....	80 80	487 37	485 60	1 77	146	3,315	1,406	1	3,276 77	194 45
100	Renfrew	30 60	300 00	.....	241 23	571 83	508 88	62 95	271	3,888	7,870	.....	3,807 31	.....
101	Richmond Hill	44 62	100 00	2 50	39 60	186 72	181 64	5 08	125	3,372	2,690	15	1,665 00	.....
102	Ridgeway	34 93	25 00	18 97	104 12	183 02	168 52	14 50	132	1,872	2,745	.....	1,278 65	.....
103	Sarnia	250 00	2,145 99	.....	625 44	3,021 43	2,536 65	484 78	3,030	7,272	33,488	72	27,423 53	.....
104	Seaforth	115 92	465 00	10 75	143 02	734 69	593 61	141 08	534	5,202	12,657	23	4,441 08	123 28

105	Shelburne	100 89	200 00	.....	97 10	397 99	305 58	92 41	224	2,957	5,128	24	2,250 00	.....			
106	Simcoe	250 00	595 68	.....	369 56	1,215 24	1,147 98	67 26	870	6,881	15,507	47	7,000 00	.....			
107	Smith's Falls	221 45	1,100 00	.....	150 69	1,472 14	1,352 54	119 60	1,203	5,283	20,895	43	18,400 00	.....			
108	Stayner	18 16	75 00	8 51	.....	101 67	97 41	4 26	315	1,941	4,584	.....	1,421 97	.....			
109	Stirling	57 98	145 81	5 50	86 36	295 65	168 21	127 44	272	995	4,467	.....	524 27	.....			
110	Stouffville	98 01	170 00	10 50	78 70	357 21	329 28	27 93	372	4,680	9,319	35	4,650 00	.....			
111	Stratford	250 00	1,500 00	3 00	797 11	2,550 11	2,167 58	382 53	1,100	9,078	40,152	50	19,836 00	21 45			
112	Streetsville	69 09	250 00	4 00	230 16	553 25	454 62	98 63	500	2,796	5,533	23	3,015 00	200 00			
113	St. Catharines	250 00	2,500 00	.....	363 27	3,113 27	2,621 11	492 16	3,453	10,808	46,524	54	40,500 00	.....			
114	St. Mary's	168 99	750 00	.....	151 55	1,070 54	946 22	124 32	580	6,692	21,247	32	3,100 00	.....			
115	St. Thomas	202 20	2,400 00	67 90	125 27	2,795 37	2,436 38	358 99	1,358	8,951	30,037	63	33,000 00	.....			
116	Tara	34 63	145 00	18 00	127 51	325 14	281 25	43 89	*	1,860	2,395	11	2,050 00	.....			
117	Thornloe (New Liskeard)	98 83	300 00	.....	57 24	456 07	455 91	16	190	1,748	4,670	.....	1,056 52	.....			
118	Thorold	51 96	325 00	.....	18 48	395 44	386 97	8 47	516	5,572	9,596	15	5,762 65	.....			
119	Toronto	250 00	51,322 00	.....	9,417 04	60,989 04	60,984 67	4 37	77,590	152,481	425,795	480	610,936 00	46,772 89			
120	Trenton	21 72	300 00	.....	88	322 60	307 75	14 85	*	*	5,000	22	*	100 00			
121	Uxbridge	111 81	275 00	13 90	171 75	572 46	562 62	9 84	650	7,050	8,290	29	9,250 00	.....			
122	Walkerville	236 13	2,215 25	29 10	250 18	2,730 66	2,425 41	305 25	582	2,871	17,627	21	6,145 44	.....			
123	Wallaceburg	136 75	614 28	.....	329 36	1,080 39	728 31	352 08	581	4,047	14,412	35	3,345 18	.....			
124	Waterloo	147 73	989 09	2 00	84 05	1,222 87	1,222 87	.....	646	8,891	13,501	60	8,889 84	38 50			
125	Watford	51 00	182 00	.....	104 60	337 60	331 32	6 28	250	3,159	5,745	22	1,600 00	.....			
126	Westford	22 00	20 00	.....	16 88	58 88	57 72	1 16	101	1,735	588	.....	1,350 72	.....			
127	Wiarton	46 91	240 00	.....	206 67	493 58	448 94	44 64	213	2,260	2,700	25	3,066 85	.....			
128	Windsor	250 00	3,665 00	.....	605 54	4,520 54	4,437 04	83 50	1,640	16,989	49,466	2	47,963 27	.....			
129	Wingham	141 71	400 00	88 89	6 53	637 13	636 76	37	583	4,107	9,357	1	2,660 00	.....			
130	Woodstock	250 00	2,060 00	.....	301 20	2,611 20	2,611 20	.....	1,372	7,970	40,106	5	27,600 00	4,707 85			
131	Wroxeter	48 48	115 00	.....	32 64	196 12	196 12	.....	241	4,875	4,250	.....	4,500 00	.....			
	Total	13,661 24	159,475 83	254 05	50,626 51	225,017 63	210,376 81	14,640 82	211,241	775,976	2,421,049	4,255	1,912,143 68	164,451 96			

* Not reported.

TABLE B.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not free*) for the year ending 31st December, 1908.

Number.	Public Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of Members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
1	Admaston	.....	10 00	7 75	37 28	55 03	55 03	.....	134	1,301	615	.....	670 00	15 00
2	Allan's Mills	.....	.....	11 05	11 18	22 23	22 17	06	107	622	526	.....	410 00	.....
3	Alliston	.....	.....	75 91	3 58	79 49	75 12	4 37	102	2,098	2,690	.....	1,620 78	13 48
4	Alma	19 74	21 00	18 50	27 75	86 99	63 63	23 36	104	1,461	670	.....	810 18	16 00
5	Almonte	34 90	100 00	100 00	33 10	268 00	182 04	85 96	100	3,755	3,660	16	4,062 60	.....
6	Angus	.....	.....	19 10	52 91	72 01	66 19	5 82	105	684	761	.....	423 48	.....
7	Arkona	17 27	25 00	53 04	37 78	133 09	130 54	2 55	109	2,477	1,145	9	1,325 00	.....
8	Arthur	70 93	200 00	79 25	247 47	597 65	597 65	.....	109	3,639	2,854	21	2,516 95	169 90
9	Atwood	.....	20 00	21 25	21 03	62 28	47 10	15 18	53	1,404	2,840	.....	717 18	.....
10	Auburn	17 50	30 00	27 60	74 95	150 05	114 45	35 60	100	1,231	1,269	7	875 81	52 70
11	Avonmore	.....	.....	.....	30 10	30 10	6 00	24 10	.....	1,271	.....	.....	748 99	.....
12	Ayton	.....	15 00	40 65	42 88	98 53	70 63	27 90	100	743	464	.....	472 03	.....
13	Badjeros	.....	.....	13 15	26 42	39 57	36 98	2 59	27	461	.....	.....	390 00	.....
14	Barrie	69 67	250 00	256 75	119 39	695 81	692 98	2 83	267	5,988	11,726	23	5,272 00	380 00
15	Bath	79 15	.....	52 75	214 33	346 23	308 61	37 62	113	801	2,825	15	550 00	.....
16	Baysville	9 76	10 00	11 50	18 35	49 61	41 35	8 26	102	525	674	.....	320 00	.....
17	Beachville	31 06	20 00	24 00	243 24	318 30	261 53	56 77	105	1,344	1,150	.....	993 96	.....
18	Beamsville	40 95	25 00	78 05	303 63	447 63	231 19	216 44	100	3,279	2,739	9	2,807 45	11 90
19	Beaverton	48 97	60 00	73 95	1 83	184 75	183 40	1 35	193	1,688	2,148	24	1,420 48	.....
20	Belfountain	6 76	15 00	1 24	48 01	71 01	71 01	.....	116	1,417	914	.....	616 00	.....
21	Belmont	28 32	.....	40 00	4 30	72 62	65 00	7 62	155	1,228	1,038	.....	1,033 92	.....
22	Belwood	25 15	30 00	26 00	55 65	136 80	134 98	1 82	100	1,922	2,943	.....	1,583 94	.....
23	Blenheim	66 55	190 00	112 35	64 22	433 12	419 89	13 23	168	4,225	6,269	23	3,400 00	44 00
24	Bloomsburg	.....	.....	.....	.....	.....	.....	.....	23	195	81	.....	50 00	.....
25	Blyth	20 16	35 00	30 75	86 77	172 68	52 27	120 41	104	1,980	655	.....	758 00	.....
26	Bobcaygeon	68 70	65 00	50 95	149 74	334 39	284 75	49 64	129	2,664	3,562	19	2,448 00	.....
27	Bolton	63 85	70 00	66 00	50 29	250 14	249 42	72	132	2,628	3,393	21	1,861 66	.....
28	Bowmanville	16 52	200 00	96 50	40 44	353 46	343 67	9 79	134	3,726	5,048	23	2,849 79	.....
29	Bracondale	79 39	25 00	49 65	119 42	273 46	239 10	34 36	255	1,618	5,667	.....	1,253 92	.....
30	Bradford	.....	10 00	33 00	14 77	57 77	43 67	14 10	102	2,447	1,827	.....	1,926 62	.....
31	Bridgeburg	.....	100 00	4 75	27 92	132 67	104 94	27 73	126	1,443	3,352	.....	1,150 00	37 50

32	Brigden		50 00	22 75	93 18	165 93	104 71	61 22	110	1,042	1,454		657 06		
33	Brooklin	51 35	55 00	25 50	33 32	165 17	119 69	45 48	136	2,582	2,759	1	1,470 00		
34	Brownsville	52 74		20 65	71 61	145 00	144 42	58	104	435	1,565		284 67		
35	Brucefield	42 97	25 00	48 75	29 11	145 83	122 40	23 43	107	1,264	1,830		867 65		
36	Bunyon	20 29	5 00	8 15	49 97	83 41	62 45	20 96	111	859	356		550 10		
37	Burford			89 15	135 77	224 92	218 19	6 73	110	2,090	3,070	11	1,524 43		
38	Burlington	82 79	150 00	93 00	279 75	605 54	414 21	191 33	198	3,074	6,496	15	7,585 76		
39	Callander			9 18	27 40	36 58	36 58		65	419	690		233 00	38 62	
40	Cambray	21 24	50 00	22 25	46 95	140 44	112 63	27 81	149	1,356	1,934		998 61		
41	Campbellford		150 00	130 60	143 89	424 49	424 49		190	3,329	4,340	4	800 00	132 60	
42	Canfield			13 50	21 82	35 32	35 03	29	115	808	245		516 38		
43	Cannington	56 25	75 00	42 95	41 07	215 27	197 24	18 03	102	2,446	3,335	13	2,019 66		
44	Cargill	51 08	30 00	28 00	181 51	290 59	188 76	101 83	112	2,473	2,638		2,063 53		
45	Carp		10 00	41 00	16 02	67 02	53 62	13 40	100	1,354	1,538		572 98		
46	Chatsworth	35 22	25 00	51 25	95 89	207 36	130 38	76 98	115	2,832	5,946	12	2,131 19	31 50	
47	Cheapside	28 62		16 25	12 47	57 34	53 38	3 96	101	1,823	981		1,353 97		
48	Claremont	41 69	40 00	30 00	7 47	119 16	118 24	92	105	2,935	2,450		2,271 19		
49	Claude			17 75	10 57	28 32	8 92	19 40	105	3,197	2,235		2,100 00		
50	Coburg	160 05	100 00	206 50	319 61	786 16	675 68	110 48	198	4,497	15,417	39	2,810 48	29 00	
51	Cockburn Island			9 25		9 25	7 39	1 86	11	284	138		160 00	30 00	
52	Colborne		15 00	64 00	25 59	104 59	104 59		135	1,688	975	10	775 00	25 00	
53	Coldstream	39 13	10 00	22 05	102 32	173 50	126 13	47 37	105	1,811	2,657	6	837 00		
54	Comber	42 98	106 04	33 28	90 34	272 64	86 63	186 01	106	2,607		13	1,825 00		
55	Copleston			2 00		2 00	2 00		25	1,220	300		775 61		
56	Corkery	†100 00	6 00	33 00		139 00	98 00	41 00	135	331	849		278 26		
57	Dalhousie (Mcdonald's Cors.)				3 60	3 60	1 06	2 54		791			500 00		
58	Deer Park	99 23	25 00	33 50	5 23	162 96	144 71	18 25	124	1,281	48 01		1,000 00	35 00	
59	Depot Harbour			67 00	36 20	103 20	63 13	40 07	60	468	796		500 00		
60	Don	40 27	25 00	13 50	28 10	106 87	83 18	23 69	27	1,360	693		989 83		
61	Dorchester	14 04		14 45	116 62	145 11	66 30	78 81	114	1,169	720		775 00		
62	Drumbo	49 91	5 00	41 50	20 76	117 17	108 88	8 29	101	1,612	2,772		1,220 00		
63	Dryden			6 75	41 01	47 76	30 00	17 76	‡	874			1,035 00		
64	Dundalk			38 50	46 85	85 35	57 50	27 85	106	1,865	2,667		515 00		
65	Dundas	33 68	350 00	171 50	206 21	761 39	758 95	2 44	237	8,301	7,114	35	6,630 69	50 00	
66	Dunnville	96 78	246 00	92 55	53 53	488 86	488 04	82	128	3,664	9,052	1	2,050 82		
67	Dungannon	20 98	30 00	37 60	3 05	91 63	91 17	46	145	1,962	2,169		350 00		
68	Dunvegan		5 00	42 75	49 34	97 09	97 09		100	107	393		85 53	3 93	
69	Durham	53 98	50 00	61 55	54 51	220 04	212 85	7 19	101	4,033	5,089	34	3,250 00		
70	Easton's Corner	16 85		25 00	42 15	84 00	76 19	7 81	213	1,249	2,135		956 14		
71	East Toronto	109 45	100 00	53 60	45 17	308 22	269 48	38 74	125	1,496	3,867		1,272 79		
72	Elmvale			47 20	119 70	166 90	166 90		108	1,759	1,320		1,098 35	32 26	
73	Elmwood	25 22	25 00	13 87	52 22	166 31	108 67	7 64	114	1,025	1,169		616 05		

* Note.—Under the Public Libraries Act of 1909 all libraries hitherto classified as *not free* will in future be designated as "Public Library Associations."

† Paid in 1907.

‡ Not reported.

TABLE B.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not free) for the year ending 31st December 1908.—Continued.

Number.	Public Libraries.	Receipts.					Expenditures.	Balance on hand.	Number of Members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative Grants.	Municipal Grants.	Members' Fees.	Balances and Other Sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
74	Elora	81 02	81 00	151 90	59 41	373 33	373 33	.....	145	9,965	7,729	19	7,900 00	6 00
75	Elphin	.....	.....	.....	9 70	9 70	9 70	.....	41	379	348	.....	175 00	.....
76	Embro	33 93	.....	70 50	73 44	177 87	172 97	4 90	102	5,708	5,148	13	4,661 53	8 00
77	Emsdale	.....	.....	.....	.....	.....	.....	.....	.....	937	.....	.....	576 40	.....
78	Ennotville	55 88	25 00	16 75	87 00	184 63	165 59	19 04	150	3,564	1,138	.....	3,130 00	.....
79	Essex	77 11	175 00	51 10	65 94	369 15	366 26	2 89	120	2,503	2,740	27	2,960 00	15 00
80	Ethel	.....	5 00	16 50	45 14	66 64	36 05	30 59	113	1,915	1,360	.....	510 00	.....
81	Fenelon Falls	66 80	125 00	90 00	204 94	486 74	324 98	161 76	102	4,126	3,014	32	3,075 00	29 00
82	Fergus	.....	150 00	71 75	40 49	262 24	237 95	24 29	123	5,580	3,169	13	6,200 00	16 15
83	Fonthill	25 21	50 00	28 00	69 40	172 61	127 81	44 80	115	3,004	1,938	11	2,234 80	.....
84	Forester's Falls	27 72	15 00	27 00	.....	69 72	68 16	1 56	120	992	1,987	.....	4,88 60	18 00
85	Fort Erie	37 91	100 00	23 75	21 33	182 99	160 42	22 57	100	3,121	3,224	.....	1,960 00	.....
86	Fort William	225 43	1000 00	24 00	25 70	1275 13	990 99	284 14	175	3,017	8,273	38	3503 20	.....
87	Frankford	26 43	50 00	58 00	180 28	314 71	164 50	150 21	58	377	1,534	9	273 14	2 00
88	Gananoque	117 64	250 00	181 00	46 38	595 02	575 88	19 14	184	8,174	8,787	31	3,466 23	236 15
89	Glen Morris	33 84	50 00	28 90	41 96	154 70	112 85	41 85	103	2,622	951	11	1,860 00	.....
90	Gore's Landing	.....	.....	48 00	84 83	132 83	131 74	1 09	112	1,260	1,257	.....	1,146 55	.....
91	Gorrie	13 42	15 00	40 00	3 26	71 68	64 20	7 48	105	1,855	1,038	.....	1,278 00	.....
92	Grafton	39 86	.....	23 00	115 28	178 14	156 29	21 85	57	295	263	.....	463 00	21 00
93	Haileybury	45 76	.....	60 25	116 09	222 10	189 93	32 17	61	277	544	19	280 71	33 92
94	Haliburton	31 44	45 00	26 75	22 11	125 30	101 52	23 78	107	1,145	2,206	.....	617 00	.....
95	Harrow	36 87	90 00	52 50	78 71	258 08	258 08	.....	108	1,292	3,534	13	635 90	22 50
96	Hastings	.....	25 00	105 75	4 90	135 65	132 52	3 13	112	505	91	.....	410 00	.....
97	Hawkesbury	21 62	.....	29 25	39 36	90 23	87 95	2 28	102	749	858	.....	470 37	82 00
98	Hawkesville	7 82	25 00	9 95	19 18	61 95	47 36	14 59	104	857	1,114	.....	429 40	.....
99	Highland Creek	27 92	.....	14 50	30 62	73 04	64 16	8 88	105	1,581	828	.....	1,359 84	.....
100	Hillsdale	54 91	.....	47 25	28 32	130 48	130 48	.....	103	1,366	2,107	.....	839 67	43 27
101	Holstein	57 34	.....	42 25	85 29	184 88	179 01	5 87	135	1,467	2,689	.....	1,019 17	.....
102	Honeywood	24 70	15 00	1 50	10 75	51 5	27 12	24 83	125	515	865	.....	225 00	.....
103	Huntsville	59 70	175 00	72 50	52 30	359 50	305 91	53 59	134	3,503	5,591	17	2,445 00	.....
104	Islington	44 00	25 00	39 10	12 58	120 68	120 46	22	123	2,094	2,542	4	1,234 27	.....

105	Jarvis	17 93	.....	50 50	48 00	116 43	102 05	14 38	71	3,244	1,410	16	1,550 00	175 55
106	Kars	.....	.....	18 00	102 24	120 24	45 00	75 24	53	1,620	1,108	.....	998 00	.....
107	Kemble	.....	.....	28 00	55 87	83 87	80 20	3 67	104	1,067	1,555	.....	950 00	.....
108	King	.....	.....	11 75	26 61	38 36	20 40	17 96	42	1,474	2,080	.....	*	*
109	Kinmount	17 61	50 00	33 50	5 64	106 75	102 49	4 26	106	1,850	3,001	.....	1,400 00	.....
110	Kintore	.....	.....	46 75	.....	46 75	12 95	33 80	48	677	272	.....	433 80	.....
111	Kirkfield	59 76	50 00	22 00	31 44	163 20	131 78	31 42	106	1,960	1,400	.....	1,292 30	.....
112	Komoka	27 54	10 00	44 00	1 60	83 14	80 20	2 94	119	743	884	.....	468 36	.....
113	Lake Charles	17 21	.....	25 00	14 70	56 91	28 75	28 16	100	2,267	1,190	.....	1,580 08	.....
114	Lefroy	29 59	.....	33 50	1 10	64 19	62 04	2 15	135	872	2,749	.....	350 00	6 50
115	Little Britain	57 71	50 00	22 38	46 49	176 50	175 88	62	115	2,432	2,695	19	2,095 12	.....
116	Lucknow	.....	125 00	27 63	98 71	251 34	251 34	.....	250	2,898	2,745	.....	1,475 00	51 51
117	Lyn	.....	.....	122 00	32 42	154 42	154 42	.....	103	252	667	15	158 13	.....
118	Lynden	.....	15 00	11 70	13 30	40 00	40 00	.....	40	1,390	*	.....	745 89	26 20
119	Madoc	58 72	50 00	88 70	11 60	209 02	203 81	5 21	127	2,633	4,883	.....	1,798 00	25 00
120	Mallorytown	.....	.....	158 50	52 46	210 96	196 76	14 20	110	1,482	1,719	.....	1,109 21	.....
121	Manilla	93 15	50 00	25 90	115 22	284 27	284 14	13	130	3,462	2,197	1	2,689 27	.....
122	Manotick	.....	.....	28 00	31 84	59 84	59 84	.....	105	1,830	1,530	.....	1,230 89	31 84
123	Maple	23 95	25 00	13 75	32 89	95 59	91 84	3 75	61	1,072	1,035	.....	850 00	.....
124	Markham	58 69	15 00	65 00	219 17	357 86	268 12	89 74	126	3,524	4,342	.....	2,609 74	.....
125	Marksville	.....	15 00	.....	.....	15 00	15 00	.....	30	871	1,100	.....	885 46	.....
126	Meaford	84 28	150 00	115 00	119 28	468 56	383 90	84 66	166	3,241	3,241	26	1,650 00	.....
127	Melbourne	.....	20 00	8 25	21 45	49 70	42 68	7,02	39	1,092	530	.....	450 00	55 87
128	Middleville	.....	.....	10 35	39 05	49 40	49 40	.....	35	730	394	.....	259 60	20 86
129	Mildmay	13 34	45 00	12 90	37 94	109 18	40 20	68 98	129	2,056	1,229	.....	910 00	.....
130	Mill Grove	.....	.....	3 50	25 39	28 89	2 10	26 79	100	554	538	.....	363 79	.....
131	Milton	36 68	.....	82 47	88 04	207 19	206 96	23	133	3,647	4,329	3	4,560 26	.....
132	Minden	26 43	25 00	25 00	11 43	87 86	84 49	3 37	100	1,467	2,589	.....	1,077 69	12 00
133	Monkton	1 34	15 00	24 00	13 95	54 29	49 52	4 77	106	1,500	794	.....	1,062 00	155 35
134	Mono Road	5 86	5 00	25 75	100 15	136 76	130 04	6 72	110	1,915	1,398	.....	1,280 42	.....
135	Morrisburgh	65 13	75 00	138 75	70 64	349 52	349 52	.....	120	3,094	4,281	27	1,475 00	65 42
136	Morriston	15 97	.....	42 90	29 05	87 92	50 54	37 38	101	1,472	1,531	1	784 75	.....
137	Mount Albert	.....	.....	7 25	29 60	36 85	25 63	11 22	85	861	1,617	.....	615 00	.....
138	Mount Brydges	.....	20 00	13 20	2 50	35 70	35 65	05	51	937	525	.....	810 00	32 70
139	Mount Forest	73 73	50 00	24 90	359 97	508 60	244 02	264 58	100	3,375	2,609	13	3,391 07	.....
140	Nanticoke	10 45	.....	19 50	29 87	59 82	59 82	.....	104	2,134	1,398	.....	1,492 01	.....
141	Napanee	171 68	250 00	243 25	233 36	898 29	690 37	207 92	216	5,705	12,705	37	4,574 92	.....
142	Newburgh	17 60	15 00	35 50	92 06	160 16	154 52	5 64	100	2,123	1,273	15	1,273 23	11 40
143	Newbury	.....	.....	9 75	17 10	26 85	26 85	.....	29	824	369	.....	286 00	22 05
144	New Dundee	54 54	30 00	4 75	12 00	101 29	63 52	37 77	75	897	1,580	.....	588 79	.....
145	New Durham	.....	.....	17 94	35 06	53 00	29 30	23 70	81	1,043	415	.....	551 68	.....
146	New Hamburg	80 93	150 00	20 90	6 30	258 13	243 08	15 05	100	3,453	4,520	.....	2,429 27	.....
147	Newington	.....	.....	23 00	43 64	66 64	63 47	3 17	107	823	1,290	.....	1,920 00	.....

*Not reported.

TABLE B.—Receipts, Expenditure, Assets and Liabilities of Public Libraries (not free) for the year ending 31st December, 1908.—Continued.

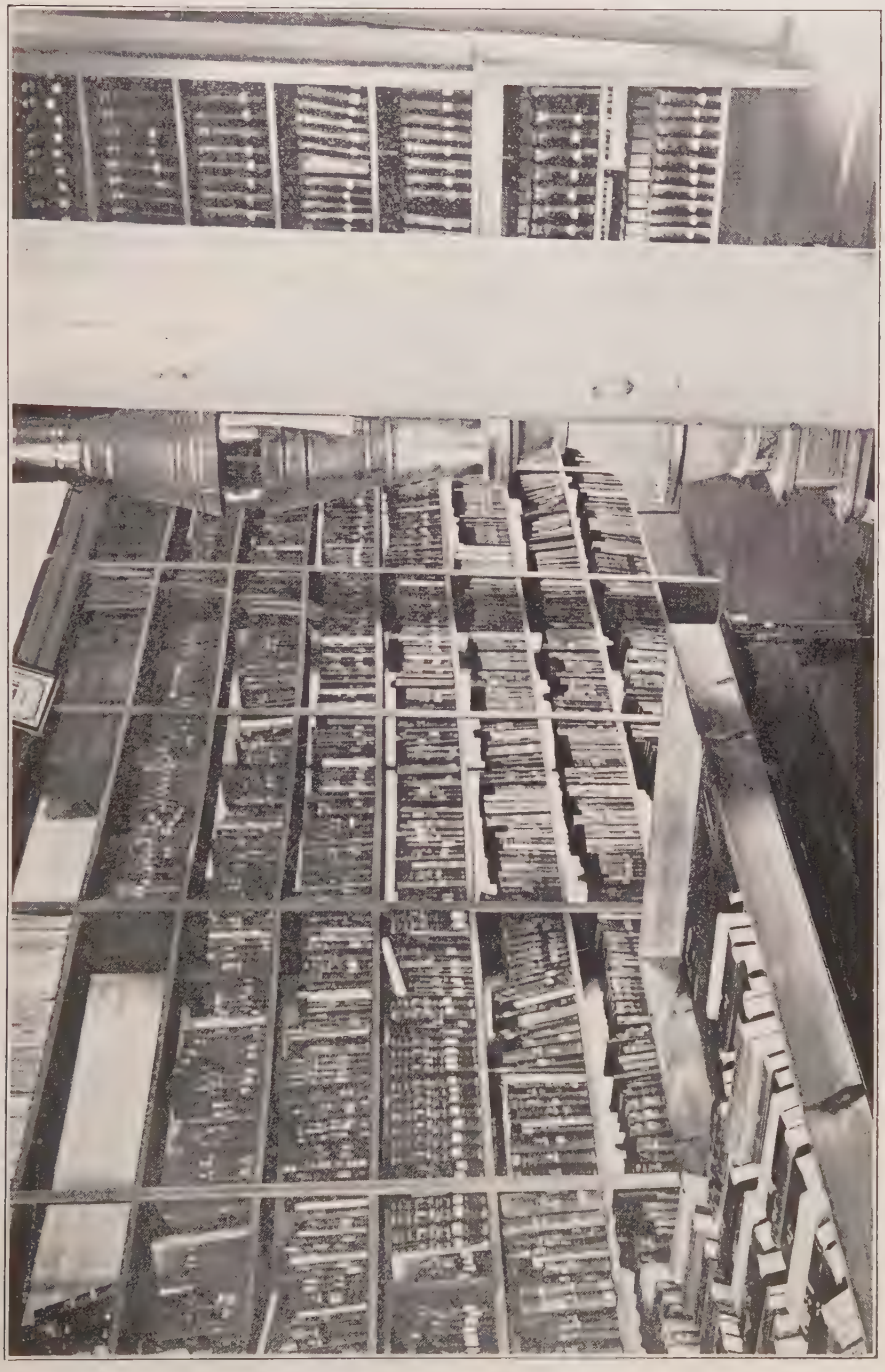
Number.	Free Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.					$ c.	$ c.
148	Niagara	116 69	50 00	144 88	25 41	336 98	336 41	57	130	6,566	8,494	23	5,941 00	28 43
149	Norland	.....	50 00	5 45	10 81	66 26	27 90	38 36	*....	556	488	.....	450 00	.....
150	North Gower	28 43	.....	24 25	50 21	102 89	77 40	25 49	110	2,117	2,095	.....	830 00	.....
151	Norwich	34 50	50 00	89 10	23 65	197 25	193 11	4 14	118	2,216	4,361	13	1,365 00	.....
152	Norwood	29 88	50 00	89 40	98 36	267 64	267 58	06	210	2,451	3,304	14	1,260 71	.....
153	Oakville	111 15	250 00	188 75	155 44	705 34	658 30	47 04	269	4,224	8,355	21	3,005 00	.....
154	Oakwood	46 25	75 41	10 25	11 65	143 56	135 66	7 90	125	1,765	2,557	21	1,105 40	51 48
155	Odessa	17 07	.....	32 05	118 26	167 38	154 19	13 19	115	1,257	3,623	16	1,700 00	.....
156	Oil Springs	.....	.....	.....	36 00	36 00	36 00	.....	*....	1,639	1,995	.....	1,300 00	.....
157	Omemee	43 71	100 00	40 50	97 84	282 05	282 05	.....	124	978	1,369	21	728 30	.....
158	Orillia	49 86	292 00	259 00	14 14	615 00	553 62	61 38	260	5,016	9,463	42	5,000 00	.....
159	Orono	18 95	.....	35 80	43 72	98 47	60 75	37 72	101	1,456	1,727	.....	1,231 91	50 00
160	Owen Sound	120 78	200 00	145 25	19 54	485 57	440 72	44 85	160	6,565	8,995	28	5,000 00	.....
161	Oxford Mills	4 58	.....	20 00	1 22	25 80	14 50	11 30	58	1,478	1,273	.....	1,038 22	.....
162	Pakenham	46 18	20 00	89 50	12 39	168 07	160 19	7 88	111	607	1,992	.....	500 00	15 00
163	Peterborough	220 75	.....	223 95	632 65	1,077 35	1,054 61	22 74	174	11,111	6,470	73	13,482 42	30 00
164	Petrolia	.....	.....	21 50	.....	21 50	6 20	15 30	24	1,085	938	.....	824 94	100 00
165	Pickering	32 75	40 00	35 80	41 28	149 83	106 00	43 83	110	2,184	1,791	17	1,206 52	25 00
166	Pinkerton	25 32	20 00	25 00	5 51	75 83	75 60	23	100	1,840	720	.....	1,323 55	.....
167	Plattsville	51 21	5 00	43 70	36 37	136 28	125 29	10 99	118	1,637	3,278	.....	947 68	.....
168	Point Edward	.....	62 00	60 50	11 95	134 45	108 25	26 20	111	3,587	3,318	.....	3,751 49	.....
169	Port Arthur	144 52	882 02	237 50	63 87	1,327 91	1,327 91	.....	388	3,542	10,198	26	4,455 08	.....
170	Port Credit	24 77	20 00	24 25	5 05	74 07	73 41	66	103	1,938	1,075	.....	1,315 00	.....
171	Port Dover	68 76	10 00	75 00	81 05	234 81	198 91	35 90	106	1,405	3,511	18	882 73	29 17
172	Port Elgin	28 07	95 00	20 25	210 96	354 28	328 47	25 81	140	3,385	2,704	20	2,200 00	.....
173	Port Hope	48 70	125 00	197 09	23 75	394 54	385 68	8 86	210	4,765	6,673	34	3,750 00	.....
174	Port Perry	53 13	125 00	85 50	122 15	385 78	371 81	13 97	136	2,419	3,227	30	1,175 00	.....
175	Port Stanley	22 69	25 00	43 10	2 50	93 29	87 15	6 14	126	1,466	2 128	.....	1,030 00	.....
176	Queensville	24 37	25 00	7 00	30 51	86 88	63 00	23 88	131	2,254	2,862	.....	1,460 00	45
177	Relessey	.....	.....	4 50	36 65	41 15	41 15	.....	102	74	400	.....	37 12	.....
178	Richmond	.....	.....	28 50	12 86	41 36	41 32	04	77	1,595	1,234	....	1,226 65	.....

179	Ridgetown	72 96	65 00	101 00	117 65	356 61	324 97	31 64	154	4,340	4,712	33	5,072 00	.....	
180	Ripley	20 24	65 00	18 55	122 68	226 47	134 00	92 47	105	*....	3,576	.....	1,300 00	.....	
181	Riversdale	.....	15 00	4 75	42 60	62 35	61 66	69	113	1,147	1,381	.....	774 81	.....	
182	Rockwood	32 67	.....	43 50	24 15	100 32	99 01	1 31	104	1,808	2,394	17	556 00	.....	
183	Romney	35 11	50 00	28 50	9 30	122 91	119 31	3 60	103	2,836	1,142	.....	2,236 37	36 00	
184	Russell	61 93	4 85	60 75	145 77	273 30	217 99	55 31	128	1,955	2,841	24	2,990 00	223 42	
185	Saltfleet (Stoney Creek P.O.)	55 00	50 00	32 25	1 32	138 57	122 25	16 32	129	1,530	1,874	.....	1,421 07	.....	
186	Sault Ste. Marie	230 19	300 00	121 00	367 79	1,018 98	1,003 23	15 75	475	1,368	18,448	27	1,095 00	.....	
187	Scarboro	64 21	.....	75 70	6 81	146 72	115 93	30 79	211	5,932	2,854	....	4,000 00	....	
188	Schreiber	.....	.....	48 70	777 20	825 90	486 54	339 36	60	1 250	*.....	8	2,762 52	.....	
189	Scotland	20 15	.....	36 50	92 28	148 93	121 58	27 35	100	1,460	1,808	16	1,064 36	.....	
190	Shedden	27 70	.....	55 90	9 35	92 95	92 48	47	103	1,651	2,026	.....	852 14	.....	
191	Smithville	59 96	30 00	26 50	32 71	149 17	139 90	9 27	111	1,346	2,601	.....	1,125 42	.....	
192	Southampton	26 10	20 00	37 75	24 22	108 07	95 81	12 26	129	5,023	2,002	6	4,455 36	.....	
193	South Mountain	44 69	.....	62 00	61 79	168 48	167 96	52	117	660	6,980	.....	505 07	.....	
194	South River	61 27	90 00	19 45	44 51	215 23	206 15	9 08	100	1,184	1,580	.....	1,052 77	.....	
195	Sparta	3 85	.....	21 00	24 98	49 83	22 50	27 33	89	2,569	2,444	.....	2,001 56	130 00	
196	Speedside	72 83	.....	26 50	23 49	122 82	121 13	1 69	105	747	933	.....	556 37	.....	
197	Springfield	.....	31 00	17 55	7 11	55 66	53 64	2 02	35	1,710	944	.....	1,042 02	.....	
198	Strathroy	125 09	100 00	177 75	200 75	603 59	583 38	20 21	265	7,125	27,780	.....	6,350 00	.....	
199	St. George	41 59	50 00	55 85	280 39	427 83	269 39	158 44	130	5,016	4,034	13	5,725 05	.....	
200	St. Helen's	27 24	25 00	18 02	40 40	110 66	93 70	16 96	108	1,947	1,159	.....	1,146 00	.....	
201	Sunderland	39 07	55 00	10 75	13 03	117 85	117 25	60	105	2,123	1,054	.....	1,625 00	.....	
202	Sutton West	.....	100 00	100 00	.....	200 00	185 28	14 92	100	227	358	10	235 98	10 00	
203	Sydenham	89 63	.....	72 20	68 38	230 21	227 07	3 14	91	1,334	3,416	16	717 05	.....	
204	Tavistock	133 17	15 00	82 50	224 67	455 34	323 15	132 19	110	4,181	5,586	22	2,143 96	.....	
205	Thamesville	41 11	50 00	87 65	124 65	303 41	227 34	76 07	134	3,233	2,426	17	3,259 00	170 27	
206	Thedford	22 86	.....	48 50	11 00	82 36	76 72	5 64	105	2,477	3,681	.....	1,217 00	.....	
207	Thornbury	20 21	40 00	16 75	9 69	86 65	86 65	.....	149	1,539	3,011	.....	555 00	2 93	
208	Thornhill	.....	.....	.....	6 00	6 00	6 00	.....	*....	896	*.....	.....	616 87	.....	
209	Tilbury	17 67	125 00	46 50	56 18	245 30	168 16	77 14	103	2,169	1,599	16	1,618 93	.....	
210	Tillsonburg	80 96	150 00	131 85	176 0[illegible]	538 86	524 59	14 27	170	3,330	7,286	17	2,200 00	175 00	
211	Toronto Junct'n	107 41	400 00	154 25	274 7[illegible]	936 42	677 03	259 3[illegible]	200	3,800	6,184	30	2,800 00	.....	
212	Tottenham	....	.....	.....	49 0[illegible]	49 00	49 00	.....	119	2,462	1,273	.....	1,280 00	61 50	
213	Trout Creek	.....	.....	5 25	.....	5 25	5 25	.....	18	1,319	805	.....	1,018 84	.....	
214	Tweed	175 28	.....	90 55	25 78	291 61	290 89	72	231	999	5,343	4	736 78	....	
215	Underwood	22 05	20 00	30 75	32 48	105 28	103 26	2 02	104	2,800	2,201	.....	1,220 53	.....	
216	Unionville	34 80	25 00	28 05	3 44	91 29	82 40	8 89	109	1,012	1,778	.....	725 00	.....	
217	Vankleek Hill	36 58	.....	55 00	50 99	142 57	141 38	1 19	115	1,441	1,873	1	1,309 38	.....	
218	Victoria (Caledonia P.O.)	79 66	.....	14 50	40 03	134 19	96 36	37 83	116	2,832	1,139	.....	2,398 42	.....	
219	Victoria Mines	45 62	50 00	36 00	68 70	200 32	152 83	47 49	63	736	1,038	.....	610 77	.....	

*Not reported.

TABLE B.—Receipts, Expenditures, Assets and Liabilities of Public Libraries (not free) for the year ending 31st December, 1908.—Concluded.

Number.	Public Libraries.	Receipts.					Expenditures.	Balance on hand.	Number of members.	Number of volumes in Library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		$ c.	$ c.	$ c.	$ c.	$ c.	$ c.						$ c.	$ c.
220	Walkerton	42 84	90 00	81 50	58 57	272 91	271 94	97	131	3,637	4,721	14	2,120 00	55,00
221	Walton	19 52	30 00	23 50	3 35	76 37	70 30	6 07	113	1,412	1,256	6	355 00	.....
222	Wardsville	6 44	30 00	21 00	317 59	375 03	344 16	30 87	135	1,362	2,359	.....	1,074 00	.....
223	Warkworth	26 27	35 00	28 30	146 43	236 00	214 42	21 58	103	1,277	613	.....	772 00	.....
224	Waterdown	43 54	15 00	39 00	377 47	475 01	199 43	275 58	168	1,817	3,564	14	600 00	.....
225	Waterford	75	.....	12 15	20 85	33 75	33 75	.....	109	1,503	1,505	....	950 00	.....
226	Welland	108 06	200 00	82 45	168 09	558 60	346 18	212 42	163	4,514	7,680	29	5,269 39	.....
227	Wellesley	51 19	25 00	20 25	97 82	194 26	148 60	45 66	122	2,081	3,064	...	1,559 08	.....
228	Weston	68 27	60 00	61 25	25 33	214 85	213 16	1 69	132	3,490	5,491	27	2,401 69	.....
229	Whitby	63 76	25 00	80 50	79 07	248 33	211 15	37 18	172	3,830	7,740	.....	2,300 00	32 00
230	White Lake	.....	.....	.....	32 88	32 88	5 00	27 88	120	801	1,230	.....	302 88	....
231	Williamstown	47 16	35 00	17 60	52 91	152 67	56 93	95 74	104	1,990	2,106	.....	1,694 69	.....
232	Winchester	60 98	.....	63 32	93 99	218 29	198 16	20 13	124	981	4,675	12	1,076 40	.....
233	Woodbridge	30 75	.....	25 00	74 92	130 67	91 62	39 05	102	2,125	1,438	5	1,880 73	.....
234	Woodville	40 92	80 00	36 85	87 44	245 21	219 00	26 21	102	2,002	1,258	17	1,776 21	18
	Total	8,648 57	12,207 32	11,554 52	16,366 92	48,777 33	41,591 97	7,185 36	26,902	502879	650,826	1,652	383,976 17	3,617 28



Niagara Public Library. Reading Room, Biographical Section.

1. Public Libraries (Free).

The following extracts are taken from the annual reports for the year ending 31st December, 1908. (For details see Table A.)

1. Classification of Free Libraries Reporting.

Free Libraries, with reading rooms	98
Free Libraries, without reading rooms	33
Total	131

2. Free Libraries—Receipts and Balances on hand.

The total receipts of 131 Free Libraries	$225.017.63
Balances on hand	14,640.82

3. Free Libraries—Expenditure.

The total expenditure of 131 Free Libraries	$210,376.81

4. Free Libraries—Assets and Liabilities.

Assets of 131 Free Libraries	$1,912,143.68
Liabilities of 131 Free Libraries	164,451.96

5. Number of Readers in Free Libraries.

Free Libraries report having had 211,241 readers.

6. No. of Volumes in Free Libraries and No. of Volumes issued.

Number of volumes in 131 Free Libraries	775,976
Number of volumes issued in 131 Free Libraries	2,421,049

7. Reading Rooms in Free Libraries.

98 Free Libraries reported having reading rooms.
99 Free Libraries subscribed for 4,255 newspapers and periodicals.

II. Public Libraries (not Free).

The following extracts are taken from the annual reports for the year ending 31st December, 1908. (For details see Table B.)

1. Classification of Public Libraries reporting.

Public Libraries with reading rooms	86
Public Libraries without reading rooms	148
Total	234

2. Public Libraries—Receipts and Balances on hand.

The total receipts of 234 Public Libraries were	$48,777.33
Balances on hand	7,185.36

3. Public Libraries—Expenditure.

The total expenditure of 234 Public Libraries was.....$41,591.97

4. Public Libraries—Assets and Liabilities.

Assets of 234 Public Libraries	$383,976.17
Liabilities of 234 Public Libraries	3,617.28

5. Number of Members in Public Libraries.

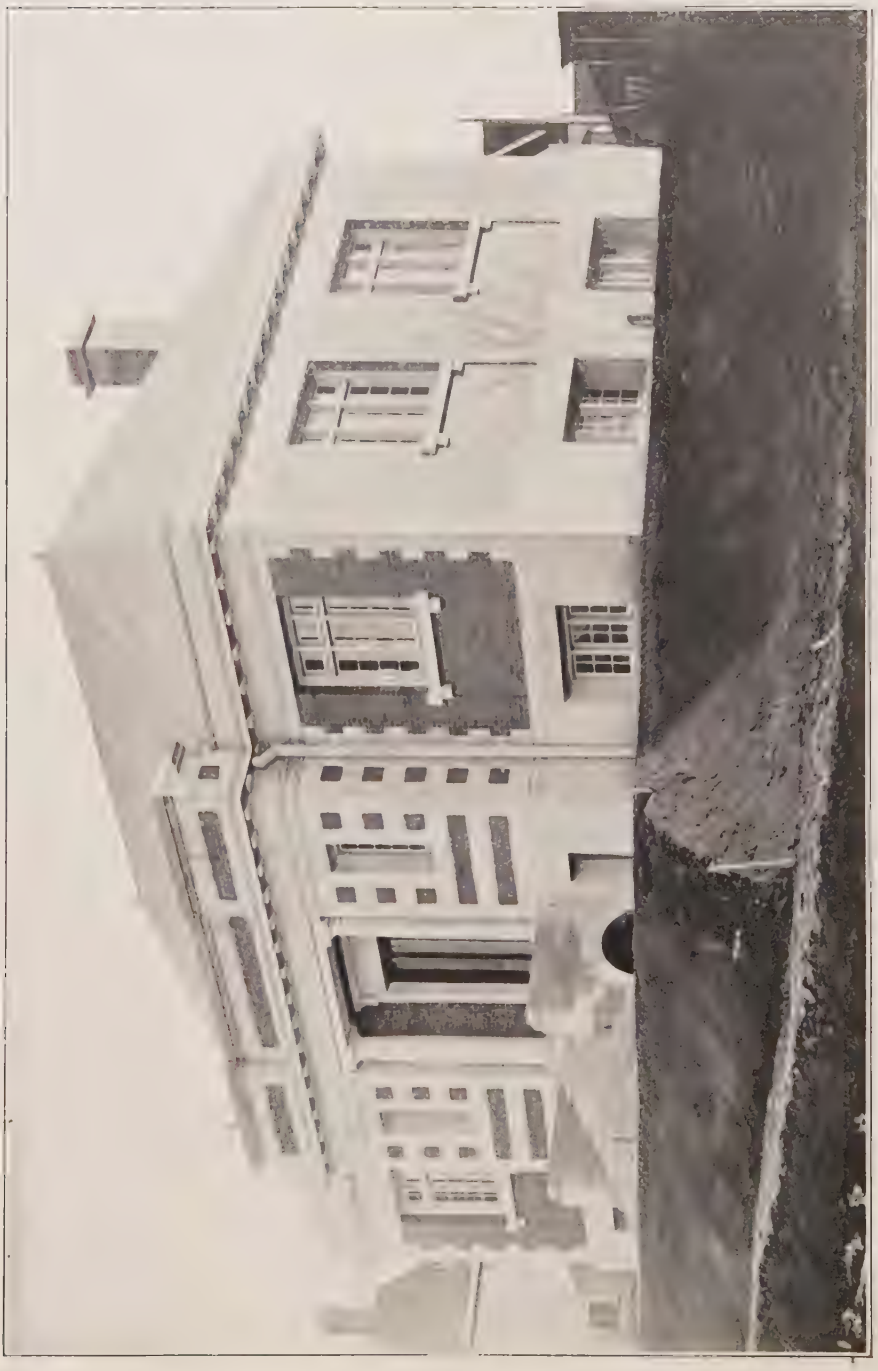
234 Public Libraries have 26,902 members.

6. No. of Volumes in Public Libraries and No. of Volumes Issued.

Number of Volumes in 234 Libraries	502,879
Number of Volumes issued in 234 Libraries	650,826

7. Reading Rooms in Public Libraries.

86 Public Libraries reported having reading rooms.
5 Libraries reported having periodicals for circulation.
91 Libraries subscribed for 1,652 newspapers and periodicals.



Penetanguishene Public Library.

The following table "C" shows the locality of every Public Library, Free and Not Free, in the Province on the 1st December, 1909 :—

PUBLIC LIBRARIES, FREE AND NOT FREE.

Counties and Districts.	Cities, Towns and Villages.
Addington	Camden, East.
"	Napanee Mills (Strathcona P.O.)
"	Newburgh.
"	Tamworth.
Algoma	Bruce Mines.
"	Chapleau.
"	Marksville.
"	Port Arthur.
"	Rat Portage (Kenora).
"	Sault Ste. Marie.
"	Schreiber.
"	Thessalon.
"	Victoria Mines.
Brant	Brantford.
"	Burford.
"	Glenmorris.
"	New Durham.
"	Paris
"	Scotland.
"	St. George.
Bruce	Bervie.
"	Cargill.
"	Chesley.
"	Elmwood.
"	Kincardine.
"	Lucknow.
"	Mildmay.
"	Paisley.
"	Pinkerton.
"	Port Elgin.
"	Ripley.
"	Riversdale.
"	Southampton.
"	Teeswater.
"	Tara.
"	Underwood.
"	Walkerton.
"	Westford.
"	Wiarton.
Carleton	Carp.
"	Corkery.
"	Kars.
"	Kinburn.
"	Manotick.
"	Metcalfe.
"	North Gower.
"	Ottawa.
"	Richmond.
Dufferin	Grand Valley.
"	Honeywood.
"	Mono Centre.
Dufferin	Orangeville.
"	Relessey.
"	Shelburne.
Dundas	Chesterville.
"	Iroquois.
"	Matilda (Iroquois P.O.).
"	Morrisburg.
"	South Mountain.
"	Winchester.
Durham	Bowmanville.
"	Millbrook.
"	Orono.
"	Port Hope.
Elgin	Aylmer.
"	Bayham.
"	Dutton.
"	Port Stanley.
"	Rodney.
"	St. Thomas.
"	Shedden.
"	Sparta.
"	Springfield.
Essex	Amherstburg.
"	Comber.
"	Essex.
"	Harrow.
"	Kingsville.
"	Leamington.
"	Walkerville.
"	Windsor.
Frontenac	Garden Island.
"	Kingston.
"	Sydenham.
Glengarry	Dunvegan.
"	Lancaster.
"	Maxville.
"	Williamstown.
Grenville	Cardinal.
"	Easton's Corners.
"	Kemptville.
"	Merrickville.
"	Oxford Mills.
"	Prescott.
Grey	Ayton.
"	Badjeros.
"	Chatsworth.
"	Dromore.
"	Durham.
"	Dundalk.
"	Holstein.
"	Kemble.
"	Hanover.
"	Lake Charles.

PUBLIC LIBRARIES, FREE AND NOT FREE—Continued.

Counties and Districts.	Cities, Towns and Villages.
Grey	Markdale.
"	Meaford.
"	Owen Sound.
"	Priceville.
"	Singhampton.
"	Thornbury.
Haliburton	Haliburton.
"	Minden.
Haldimand	Caledonia.
"	Canfield.
"	Cayuga.
"	Cheapside.
"	Dunnville.
"	Hagersville.
"	Jarvis.
"	Nanticoke.
"	Victoria (Caledonia).
Halton	Acton.
"	Burlington.
"	Georgetown.
"	Milton.
"	Oakville.
Hastings	Belleville.
"	Deseronto.
"	Frankford.
"	Madoc.
"	Marlbank.
"	Stirling.
"	Trenton.
"	Tweed.
Huron	Auburn.
"	Brucefield.
"	Blyth.
"	Brussels.
"	Clinton.
"	Dungannon.
"	Ethel.
"	Exeter.
"	Goderich.
"	Gorrie.
"	Hensall.
"	Seaforth.
"	St. Helen's.
"	Walton.
"	Wingham.
"	Wroxeter.
Kent	Blenheim.
"	Bothwell.
"	Chatham.
"	Duart.
"	Tilbury.
"	Ridgetown.
"	Romney.
"	Thamesville.
"	Wallaceburg.
Lambton	Arkona.
"	Alvinston.
"	Brigden.
"	Bunyan.
"	Copleston.
"	Forest.
Lambton	Inwood.
"	Oil Springs.
"	Petrolea.
"	Point Edward.
"	Sarnia.
"	Shetland.
"	Thedford.
"	Watford.
"	Wyoming.
Lanark	Allan's Mills.
"	Almonte.
"	Carleton Place.
"	Dalhousie (McDonald's Corners P.O.)
"	Elphin.
"	Lanark.
"	Middleville.
"	Pakenham.
"	Perth.
"	Poland.
"	Smith's Falls.
"	Watson's Corners.
Leeds	Brockville.
"	Gananoque.
"	Lyn.
"	Mallorytown.
"	Westport.
Lennox	Odessa.
"	Bath.
"	Napanee.
Lincoln	Abingdon.
"	Beamsville.
"	Grantham (St. Catharines P.O.)
"	Merritton.
"	Grimsby.
"	Niagara.
"	Smithville.
"	St. Catharines.
Manitoulin	Cockburn Island.
"	Gore Bay.
"	Little Current.
"	Manitowaning.
Middlesex	Ailsa Craig.
"	Belmont.
"	Coldstream.
"	Dorchester.
"	Glencoe.
"	Granton.
"	Komoka.
"	London.
"	Lucan.
"	Melbourne.
"	Mt. Brydges.
"	Newbury.
"	Parkhill.
"	Strathroy.
"	Wardsville.
Muskoka	Bracebridge.
"	Baysville.
"	Gravenhurst.

PUBLIC LIBRARIES, FREE AND NOT FREE—Continued.

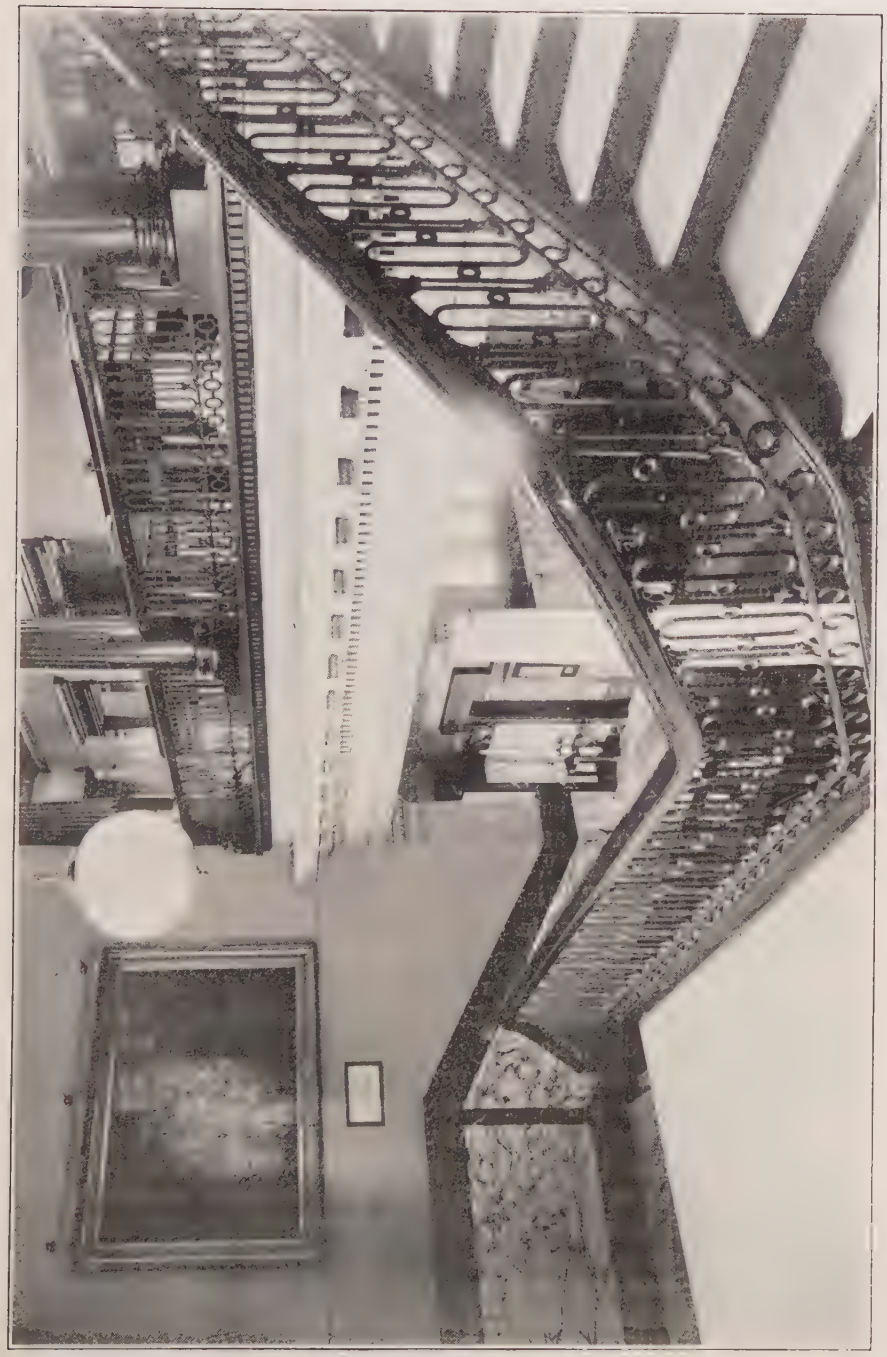
Counties and Districts.	Cities, Towns and Villages.
Muskoka	Huntsville.
"	Port Carling.
Nipissing	Copper Cliff.
"	Haileybury.
"	North Bay.
"	Sturgeon Falls.
"	Thornloe (New Liskeard P.O.)
Norfolk	Bloomsburg.
"	Delhi.
"	Port Dover.
"	Port Rowan.
"	Simcoe.
"	Waterford.
Northumberland	Brighton.
"	Campbellford.
"	Cobourg.
"	Cold Springs.
"	Colborne.
"	Gore's Landing.
"	Grafton.
"	Warkworth.
Ontario	Beaverton.
"	Brooklin.
"	Cannington.
"	Claremont.
"	Oshawa.
"	Pickering.
"	Port Perry.
"	Sunderland.
"	Uxbridge.
"	Whitby.
Oxford	Beachville.
"	Brownsville.
"	Drumbo.
"	Embro.
"	Harrington.
"	Ingersoll.
"	Kintore.
"	Plattsville.
"	Norwich.
"	Otterville.
"	Princeton.
"	Tavistock.
"	Tillsonburg.
"	Thamesford.
"	Woodstock.
Parry Sound	Burk's Falls.
"	Callander.
"	Depot Harbor.
"	Parry Sound.
"	Rosseau.
"	South River.
"	Trout Creek.
Peel	Alton.
"	Belfountain.
	Bolton.
"	Brampton.
"	Caledon.
"	Claude.
"	Inglewood.
Peel	Mono Road.
"	Mono Mills.
"	Port Credit.
"	Streetsville.
Perth	Atwood.
"	Listowel.
"	Milverton.
"	Monkton.
"	Mitchell.
"	Shakespeare.
"	St. Mary's.
"	Stratford.
Peterborough	Hastings.
"	Lakefield.
"	Norwood.
"	Peterborough.
Prescott	Hawkesbury.
"	Vankleek Hill.
Prince Edward	Picton.
Rainy River	Dryden.
"	Fort Frances.
Renfrew	Admaston.
"	Arnprior.
"	Cobden.
"	Douglas.
"	Forester's Falls.
"	Pembroke.
"	Renfrew.
"	White Lake.
Russell	Russell.
Stormont	Avonmore.
"	Cornwall.
"	Newington.
Simcoe	Alliston.
"	Angus.
"	Barrie.
"	Bradford.
"	Coldwater.
"	Collingwood.
"	Cookstown.
"	Creemore.
"	Elmvale.
"	Hillsdale.
"	Lefroy.
"	Midland.
"	Orillia.
"	Penetanguishene.
"	Stayner.
"	Sunnidale (New Lowell P.O.)
"	Tottenham.
Thunder Bay	Fort William.
Victoria	Bobcaygeon.
"	Cambray.
"	Fenelon Falls.
"	Kinmount.
"	Kirkfield.
"	Little Britain.
"	Lindsay.
"	Manilla
"	Norland.

PUBLIC LIBRARIES, FREE AND NOT FREE—Continued.

Counties and Districts.	Cities, Towns and Villages.
Victoria	Oakwood.
"	Omemee.
"	Woodville.
Waterloo	Ayr.
"	Berlin.
"	Elmira.
"	Galt.
"	Hawkesville.
"	Hespeler.
"	New Dundee.
"	New Hamburg.
"	Preston.
"	Waterloo.
"	Wellesley.
Welland	Bridgeburg.
"	Fonthill.
"	Fort Erie.
"	Niagara Falls.
"	Port Colborne.
"	Ridgeway.
"	Thorold.
"	Welland.
Wellington	Alma.
"	Arthur.
"	Belwood.
"	Clifford.
"	Drayton.
"	Elora.
"	Erin.
"	Ennotville.
"	Fergus.
"	Guelph.
"	Harriston.
"	Morriston.
"	Mount Forest.
"	Palmerston.
"	Rockwood.
"	Speedside.
Wentworth	Dundas.
"	Hamilton.
"	Millgrove.
Wentworth	Lynden.
"	Saltfleet (Stony Creek [P.O.)
"	Waterdown.
York	Aurora.
"	Bracondale.
"	Deer Park.
"	Don.
"	East Toronto.
"	Highland Creek.
"	Islington.
"	King.
"	Maple.
"	Markham.
"	Mount Albert.
"	Newmarket.
"	North Toronto.
"	Queensville.
"	Richmond Hill.
"	Scarboro'.
"	Schomberg.
"	Stouffville.
"	Sutton, W.
"	Thornhill.
"	Toronto.
"	Toronto Junction.
"	Unionville.
"	Weston.
"	Woodbridge.

The above list may be classified as follows:—

Public Libraries reporting	234
Free Libraries reporting	131
Public Libraries not reporting	39
Free Libraries not reporting	6
Public Libraries incorporated since 1st December, 1908	3
Totals	413



Ottawa Public Library, Main Stairway.

The Ontario Library Association.

The annual meeting of the Association was held at the Canadian Institute, Toronto, April 12 and 13, 1909. The following officers were elected:—

President—His Honour Judge Hardy, The Public Library, Brantford.
1st Vice-President—A. W. Cameron, B.A., The Public Library, Streetsville.
2nd Vice-President—L. J. Burpee, The Public Library, Ottawa.
Secretary—E. A. Hardy, B.A., Moulton College, Toronto.
Treasurer—A. B. Macallum, Ph.D., F.R.S., The Canadian Institute, Toronto.
Councillors—George H. Locke, M.A., The Public Library, Toronto; W. F. Moore, The Public Library, Dundas; Miss Janet Carnochan, The Public Library, Niagara; David Williams, The Public Library, Collingwood; C. R. Charteris, M.D., The Public Library, Chatham; H. J. Clarke, B.A., The Public Library, Belleville; Rev. W. A. Bradley, B.A., ex-President The Public Library, Berlin.

The principal features of the meeting were:—

The President's address, Rev. W. A. Bradley, B.A.
Report of Secretary, E. A. Hardy, B.A.
Report of Treasurer, A. B. Macallum, Ph.D., F.R.S.
Report of Committee on Quarterly Bulletin.
Report of Committee on Public Documents.
Report of Committee on Library Institutes.
Report of Committee on Bibliography of Canadian History and Historical Fiction.
Report of Committee on Legislative Grant.
Address by W. O. Carson, "Reference Work in the Library."
Paper by the late Inspector T. W. H. Leavitt, "The Working Man and the Library."
Address by W. Wilfrid Campbell, M.A., LL.D., F.R.S.C., "Ethical and Intellectual Responsibility to Canada and the Empire."
"Newark Charging System," W. O. Carson.
"Brown Charging System," Miss Barbara McDonald.
"Charging System," Miss Jennie Reid.
"Library of Congress Cards," Miss Edith Dwight.
Consideration of the new Public Libraries Act, 1909.

The paper by the late Inspector Leavitt, on "Technical Work in Public Libraries," evoked lengthy discussion.

The recent untimely death of Mr. Leavitt lends a peculiar and sad interest to his brilliant contribution to practical library politics. The paper, owing to his absence through illness, was read by proxy.

The full Proceedings of the ninth annual meeting of the O. L. A. have, as heretofore, been published in blue-book form by the Education Department, and copies have been mailed to every librarian in the Province, as well as to others interested in library work in Canada and the United States; hence it is not necessary to insert a detailed account of the meeting in this report. The report, however, as the list of subjects discussed shows, is probably one of the most valuable hitherto issued. In addition to the full account of this year's proceedings, the minutes of all previous meetings from the inception of the Canadian Library Association at Montreal in 1900, up to and inclusive of the sixth annual meeting in Toronto, 1906, are also embodied.

These, together with the Constitution of the Association, and a suggested rearrangement of Library Institute Districts in Ontario, as submitted by Mr. E. A. Hardy, the tireless Secretary, constitute a valuable reference publication.

The Officers and Executive of the Association are entitled to great credit for their individual and concerted efforts in the cause of Library advancement and extension, the effect of which is every day becoming more and more apparent.

The next annual meeting, to be held in the Easter week of 1910, is looked forward to with unusual interest by every Library worker in the Province. Steps are being taken to make it a record gathering. It is hoped and expected that many Librarians from each district will be present, especially those representing the smaller Libraries, whose attendance is especially urged, as the question of saving the many languishing and decadent Libraries of the Province, with the all-absorbing question of the technological section of the Library, will be the principal features of discussion. Papers on strictly practical phases of Library extension are also promised.

I think it proper that attention should be drawn to the fact that while the Government has helped liberally, in other directions, with the development of the library situation in Ontario, it has not been unmindful of the claims of the premier and parent organization, the Ontario Library Association, which has done yeoman service for the cause. In addition to the increase in the Legislative grant, which to quote the Secretary, "made it possible for the Executive of the O. L. A. to give more careful consideration to the work than ever before," the Government has this year released the Association from paying the expenses incurred in holding meetings of Library Institutes. This concession under the new Act of 1909 provides for the payment of travelling and other necessary expenses of experts, and one delegate, from each board attending a meeting of an Institute. In measuring the disposition of the Government to extend help, the value of this and other aid should be ample proof of the sincerity of the expressed sympathy of the Minister of Education with the objects of the Association. Under the new Libraries Act "Regulations" it is conceivable that still further assistance might be extended.

LIBRARY INSTITUTES,

Library Institute, Chatham.

Owing to the change in the Provincial Government's fiscal year, formerly concurrent with the calendar year, but now expiring on October 31st, the shortened period of ten months and the conditions consequent upon the death of the Inspector of Public Libraries, only one Institute was held prior to the date named. This was at Chatham on July 7th, 1909, the following delegates being present:—

Mrs. A. A. Towns, Thamesville; A. Denholm, Blenheim; Robert Parks, Manhaville; Norman Gurd, Sarnia; Judge A. D. Hardy, Brantford; E. A. Hardy, Toronto; Katherin B. Coutts, Thamesville; Miss Ida Lyons, Romney; Mrs. Wm. Newsome, Blenheim; Miss R. Harkness, Sarnia; Rev. Thomas Nattress, Amherstburg; W. J. Robinson, Ridgetown; F. P. Gavin, Windsor; Robert Revell, Walkerville; Ethel Tye, Brigden; Matthew Kelly, Watford; G. E. Norman, Shedden; A.

Voaden, St. Thomas; J. W. Hamilton, Sarnia; Dr. C. R. Charteris, Chatham; E. M. Barassin, Chatham; Ina Rankin, Chatham; J. S. Reid, Chatham; W. J. Twohey, Chatham.

The library was thrown open for inspection from 9.30 until 10, when the morning session was opened by Dr. C. R. Charteris in the chair. Of the libraries in the District, the attendance of delegates was as follows: Three out of nine from Essex; five out of eleven from Kent; two out of four from Elgin West, and five out of sixteen from Lambton.

The opening address was made by Mr. Norman Gurd, K.C., of Sarnia. In a clever and masterly speech Mr. Gurd, who spoke on the subject of "The Library and Its Relation to Local Society," emphasized the importance of fostering patriotism and a knowledge of our own country in the minds of the young through the instrumentality of the Public Library.

Dr. Voaden, of St. Thomas, another experienced library man, gave a valuable talk on "Some Difficulties in the Classification and Cataloguing of Books."

Mr. E. A. Hardy, Secretary of the Ontario Library Association, in a practical discourse, pointed out the need of and the standard that should be set in respect to "Qualifications of Librarians' Courses of Study, Certificates," etc.

Before the morning session adjourned a resolution was passed regretting the untimely death of Mr. T. W. H. Leavitt, the late Inspector of Public Libraries for Ontario. A copy of the resolution was forwarded to the Minister of Education.

The delegates were entertained at dinner at the Hotel Garner.

The programme for the afternoon session read as follows:

Afternoon Session.

1.30-2.00—Election of Officers.

2.00-2.30—Words of Greeting: Mayor Westman, A. B. McCoig, M.P., D. A. Gordon, M.P., G. W. Sulman, M.P.P., Matthew Wilson, K.C.

2.30-3.00—"Library Grants, basis of." A. Denholme, Blenheim.

3.00-3.30—"Technical Education in Public Libraries." T. W. H. Leavitt, Toronto, Inspector of Public Libraries.

(Mr. Leavitt's death occurred before the meeting, but after this programme was printed.)

3.30-4.00—"The Modern Public Library and Its Policy." A. B. Carscallen, Wallaceburg.

4.00-4.30—"Books for Boys and Girls in Public Libraries." Walter R. Nursey, Toronto.

(Mr. Nursey was unable to attend.)

4.30-5.00—Address. Judge Hardy, Brantford, President Ontario Library Association.

As will be noticed the name of the late Inspector of Public Libraries, Mr. T. W. H. Leavitt, appears in the list of speakers. Mr. Leavitt was to have spoken on his favourite topic, "Technical Education in Public Libraries." The above programme was printed before Mr. Leavitt's death, which occurred on June 21st previous. A sad interest attaches to the above, as it is the last announcement in print of Mr. Leavitt's appearance as a public speaker.

As no account of the afternoon session was obtainable, the report of the proceedings at Chatham are unfortunately incomplete.

LIBRARY INSTITUTES HELD SUBSEQUENT TO OCTOBER 31ST, 1909.

The encouragement given by the Legislature, and the Ontario Library Association, and the effort of the Department to extend the system of Library Institutes, justifies the hope that the Province will soon be covered.

While this report, strictly speaking, is supposed to deal with the history of the Inspector's branch during the ten months only, ending 31st October, 1909, the subsequent events in November bear out the prediction in the preceding paragraph and are entitled to notice.

The greatest care should be taken in arranging the programmes of the Institutes, so as to make the proceedings especially interesting to the workers in the smaller libraries.

After some correspondence, arrangements were finally made to hold Institutes at St. Catharines, November 9th; Brantford, November 10th, and Ottawa, November 17th. These were held in the order named, the attendance in each case proving that a widespread awakening is taking place among the Librarians and Library Boards of the Districts interested. Brief notice of these follow:

St. Catharines Library Institute.

The St. Catharines Institute, which was conceded to be the best held in the District, was called to order by Sheriff Dawson, Chairman of the Board, with a stirring address of welcome, followed by speeches from Mayor Campbell and Dr. Jessop, M.L.A. The delegates and experts were entertained at lunch by the Library Board at the New Murray Hotel. These were His Honour Judge Hardy, of Brantford, President of the O.L.A.; Col. Carlisle; Miss Jessie Witmer, of the Public Library, Niagara Falls, N.Y.; Miss Louise More, Niagara Falls North; Miss I. Geary, Niagara Falls South; Mr. J. C. Moffatt, Smithville; Mr. M. J. Dalton, Fonthill; Mr. J. McNiece, Welland; Mr. R. L. Hamilton, Welland; Mr. James Aitcheson, Thorold; Mr. D. E. Miller, Port Colborne; Mr. G. Smith Macdonald, Port Colborne; Dr. Comfort, Beamsville; Dr. Crawford, Niagara Falls, N.Y.; Mr. W. C. Lunan, Merritton; Mr. John Coy and Mr. W. J. Robertson, Library Board, St. Catharines, besides many citizens and members of the press.

Programme—Morning Session.

10.30-11.00—Inspection of Library Building.

11.00-12.00—Reception of Delegates. Addresses by Sheriff Dawson, Chairman of Board; Mayor Campbell, Dr. Jessop, M.L.A., E. A. Lancaster, M.P.

Afternoon Session.

2.00-3.00—"Problems of the Small Library." Miss Janet Carnochan, Niagara. (Miss Carnochan unfortunately was unable to attend.)

3.00-4.00—"The Relation of the Library to the Public Schools." Miss Witmer, Niagara Falls, N.Y.

4.00-5.00—Address by His Honour Judge Hardy, President of Ontario Library Association.

At the afternoon session a most instructive paper was read by Miss Witmer, "On the Relation of the Library to the Public Schools," based upon her own work, followed by a ringing address by Judge Hardy on general library topics. Chief of these was the subject of technological work in the Libraries, the education of the artizan by means of a study course through the medium of the Public Libraries of the Province instead of through United States Correspondence Schools.

An entertaining and humorous speech was made by Mr. John Coy, Chairman of the Book Committee, on the topic of fiction and book selections, in which he advocated greater latitude and expenditure on good fiction, reminding the audience that it "was not always little children that read fiction."

Evening Session.

8.00 p.m.—Address by Mr. E. A. Hardy, Secretary of Ontario Library Association.
Address by Mr. W. R. Nursey, Inspector of Public Libraries.
Address by Dr. King, Medical Health Officer.
Address by Members of Local Board.

At the evening session an admirable address was delivered by Mr. E. A. Hardy covering many library subjects, and reviewing the history of Library Institutes.

An instructive paper was read by Dr. King, Medical Health Officer, on the important question of Hygiene and Book Disinfection, the meeting closing with a talk by Mr. Nursey, the newly appointed Inspector of Public Libraries, on the relation of the Inspector to the Library world; the work already inaugurated by the Department of Education; the field yet to be developed; the steps that might be taken to save the smaller libraries, with explanations concerning certain features of the new Public Libraries Act.

The proceedings closed with congratulation at the success of the meeting from many delegates, and an able speech by the Chairman, promising on behalf of the Library District a still greater gathering for another year.

Owing to a misunderstanding as to what libraries rightly belonged to the St. Catharines District and what to the Brantford District, several rural libraries were unrepresented.

BRANTFORD LIBRARY INSTITUTE.

On the day following the St. Catherines Institute the Third Annual Meeting of the Public Library Institute of the Brantford District was opened in the presence of a record gathering of delegates and members in the Museum Hall of the Carnegie Library Building.

The arrangements which had been well made by the energetic Secretary, Mr. E. D. Henwood, Librarian, were carried out without a hitch.

Programme—Morning Session.

Wednesday, November 10th, 1909.

10.30 a.m.—1. Inspection of the Brantford Public Library.
2. Reading the Minutes of the Second Annual Meeting of the Library Institute.

3. Opening Address—"Municipal Control of Rural Libraries," Dr. E. E. Kitchen, President.
4. Paper—"The Selection and Purchase of Books for Public Libraries," W. D. Carson, (Librarian Public Library, London).
5. Address—"Some Library Problems," A. E. Hardy, (Secretary O. L. A., Toronto).
6. Paper—L. J. Burpee, (Librarian Public Library, Ottawa).

Afternoon Session.

2 p.m.—1. Address of Welcome, Mayor Wood.
2. Election of Officers for the year 1910.
3. Address—"Canadiana," T. G. Marquis.
4. Question Drawer.
5. Address. Walter R. Nursey, (Inspector Public Libraries).
6. Conference—"How Far the Public Library Can Aid in Technical Education."—Introduced by His Honor Judge Hardy, President O.L.A.

The Public Library Institute of Brantford District comprises all the Public Libraries in the Counties of Brant, Norfolk, Oxford and Wentworth.

Though special arrangements had been made for a report of the proceedings, the "copy" in transmission from Mr. E. A. Hardy to the Press was lost. This is regrettable.

The quality and range of the discussions was of a high order. An excellent address was given by the President of the Institute, Dr. E. E. Kitchen, and a clever paper on the subject of "Canadiana," by Mr. T. G. Marquis the well known author.

Judge Hardy, President of the Ontario Library Association, opened a discussion on "How far the public library can aid in technical education," emphasizing the fact that the public libraries of Ontario were neglecting an opportunity which was being taken advantage of by correspondence schools. Mr. W. D. Carson discussed the "Selection and Purchase of Books for Public Libraries," Mr. L. D. Burpee. "Some Things to Avoid," while Secretary Hardy referred to "Some Library Problems." Inspector Nursey reviewed the plans of the government in respect to library aid.

Among the delegates present were the following:

E. E. Kitchen, St. George; W. D. Carson, London; William Imrie, Tillsonburg; W. McGuire, Tillsonburg; Dr. M. Steele, Tavistock; Chas. Strongfellow, Ingersoll; W. M. Darling, Harrington West; O. Hunter, Hamilton; A. E. Green, St. George; J. M. Moyer, Lynden; M. E. Mylne, Paris; Amelie A. Poldon, Norwich; Mrs. E. Eadie, Gertrude Malcolm, Scotland; Della Griffin, Waterdown; Janet C. McKellar, Ingersoll; J. G. Gibson, Ingersoll; J. J. Howlett, Glenmorris; E. A. Hardy, Toronto; D. M. Grant, Sarnia; W. S. S. Johnston, Plattsville; James J. Steele, Dundas; J. W. Gavey, Woodstock; M. C. Robb, Woodstock.

Ottawa Library Institute.

The first Annual Public Library Institute for the Ottawa District was held in the lecture room of the magnificent Carnegie Library, Ottawa, Wednesday, November 15th, 1909.

The programme embraced topics of a practical character and of peculiar interest to the smaller libraries.

The Public Library Institute of the Ottawa District comprises all the Public Libraries in the Counties of Prescott, Glengarry, Stormont, Dundas, Russell, Carleton, Grenville, Leeds, North Frontenac, Lanark and Renfrew.

In the temporary absence of Mayor Hopewell—who subsequently with members of the Board of Control and City Council entertained all those attending at lunch. Dr. Otto Klotz, Chairman of the Local Library Board presided.

The meeting was characterized by marked enthusiasm and some exceptionally briliant contributions on Library work. The success of the gathering being largely due to the executive ability of Mr. Lawrence J. Burpee, the librarian.
Dr. Otto Klotz, whose reputation is continental, acted as Chairman and delivered a most instructive opening address.

The programme was as follows:—

Morning Session.

10.00-11.00. Inspection of Carnegie Library.

11.00-12.00. Words of Welcome.—Mayor Hopewell, Ottawa; Dr. Otto Klotz, Chairman, Library Board; Walter Nursey, Inspector Public Libraries.

Afternoon Session.

2.00-2.30. The Modern Library—C. H. Gould, Librarian, McGill University.

2.30-3.00. Popularizing the Library.—Mary S. Saxe, Librarian, Westmount Public Library.

3.00-3.30. Work with the Children.—Annie A. Masson, Children's Librarian, Carnegie Library, Ottawa.

3.30-4.00. Cataloguing for Small Libraries.—Ruby M. Rothwell, Cataloguer, Carnegie Library, Ottawa.

4.00-5.00. Book-Selection and Book-Buying.—E. A. Hardy, Secretary, Ontario Library Association.

At the afternoon meeting Mr. C. H. Gould, Librarian of McGill University, and President of the American Library Association, delivered a most instructive address on "The Modern Library." This was followed by a witty and interesting paper from Miss Saxe, Librarian of the Westmount Public Library on "Popularizing the Library." Miss Annie A. Masson, Children's Librarian at Ottawa, outlined her "Work with the Children," and Miss Rothwell discussed "Cataloguing for Small Libraries, supplemented with black-board illustrations, the interest of the members being sustained from start to finish, while Mr. E. A. Hardy, the always ready Secretary of the O. L. A. spoke on the all important subject "Directions relating to Book-buying and Book Selection." Inspector Nursey talked on the relation between the inspector and the library and the absorbing topic of how to assist the smaller libraries.

Among the invited guests outside the Province, were Librarian Gould of McGill, Miss Saxe, Librarian of the wonderful Westmount library of Montreal, Miss Charlton of the McGill Medical Library, and M. de Crevecœur of the Fraser Institute Library of Montreal.

Arrangements have been practically completed for the holding of Library Institutes at Stratford, January 17th, London, January 18th, and Collingwood on January 20th, 1910. In addition to these other Institutes are assured for Berlin, Orangeville and Lindsay during February, and perhaps another, thus completing a circuit of eleven Institutes in nine months compared with one in 1907.

SPECIAL NOTICE.

The special attention of all Secretaries of Library Institutes and all experts invited to attend, and of delegates whose attendance is supposed to be compulsory, is drawn to the following extracts from Section 26 of the Public Libraries Act of 1909:

"26.—(1) Subject to the Regulations, the Minister may

(*a*) Provide for the establishment of library institutes and for the holding of the meetings thereof;

(*b*) Employ library experts to attend library institute meetings and pay their travelling and other necesary expenses in going to, staying at and returning from the meetings, but nothing shall be paid to them for services;

(*c*) Pay the travelling and other necessary expenses of one delegate from each board in attending a meeting of the institute.

(2) If a board, after having received notice of the date of holding a meeting of the library institute does not send a delegate to such meeting the Minister may withhold a sum not exceeding $5 from the next government grant payable to the board."

While the Minister of Education has made provision for the holding of the institutes, as above, and relieved the Ontario Library Association of the expense of conducting the same to the extent named, no money for the expenses of any expert or delegate attending will be paid, unless the name of such delegate or expert is duly inscribed on the register of attendance, kept by the secretary of the meeting, with the day and hour of arival.

A special blank form, on which must be entered the items of each individual's expenses, will be handed everyone entitled to receive the same when registering, and must be duly filled in and signed by the recipient, with vouchers when necessary, and in accordance with the instructions printed on the form, and in compliance with the requirements of the Provincial Auditor. Unless these simple conditions are observed no payments can be made, and unless application for expenses is made at the time, it cannot be made subsequently.

Instructions for Delegates and Experts.

In submitting statement of expenses, the following particulars are *positively* required by the Provincial Auditor in every case:—

1. Original vouchers for all Pullman or sleeper fares, no matter what the amount, and for each and every item of expenditure of *One Dollar and over*, excepting ordinary return railway fare.

2. The items requiring vouchers are: Boat fares, Pullman or sleeper fares,

meals on train or boat, hotel and board bills, cabs, livery hire, omnibus or other conveyance, odd meals.

3. Hotel or board bills must be receipted and show the number of days and the rate per day.

4. All charges of one dollar or over for which vouchers are not produced will be struck off the statements before presentation to the Auditor.

Some Pertinent Questions and Answers.

These were to have been asked at the Brantford Institute, but had to be deferred owing to lack of time.

Brief "offhand" answers to the questions are here given by the Inspector.

(1) The best means to get children to take an interest in Juvenile literature, Folk-lore, Fairy tales, and gradually a little forward, or how to reach the parents to get them interested—a not easy problem in small cases.

Answer.—1. One of the best means to get children interested in Juvenile literature is to establish a regular "Story Hour" on the plan described in Miss Spereman's report (see page 372).

(2) Would it be better to invest our money in books that would be read and get a smaller Government grant, or invest in books that would not be read so much and get a larger grant?

Answer.—2. The true aim of a library should be to elevate the standard of literary taste, hence "quality" minus some cash should be a better principle to pin to than "quantity" plus more cash and a lowering of the standard.

(3) What is the best manner of keeping record of addresses of card-holders and guarantors?

Answer.—3. Card Catalogue.

(4) What is the best manner of treating card-holders who ignore notice to return books?

Answer.—4. The reader who refuses either to return a book or its price in cash breaks the 8th Commandment. If the spirit of such a one remains contumacious after courteous entreaty, hale him before the magistrate.

(5) How is a fine to be collected?

Answer.—5. If the sinner remains recalcitrant debar him from library privileges and put his name on the "black list."

(6) Why are there so many decadent Libraries? In 1907, fifty-nine were removed from the list entitled to participate in the Legislative grant, and seventy-three more may be removed from the list if they do not report in 1908.

Answer.—6. The "decadent" library is primarily due to the apathy or ignorance of the community. On the editor of the local paper rests much of the responsibility. A happy combination of bachelor editor and spinster librarian would seem to present one solution of the problem.

(7) Are the regulations of such a character that small Libraries with limited incomes cannot fulfil them?

Answer.—7. The "regulations" will, it is believed, be found to be of such a character that small libraries with limited incomes should be able, if they do *their* part, to live up to the requirements. If much is expected from a Government, so also equally much is expected from every community, library board, secretary and librarian. One function of the legislature is to foster, co-operate and grant mone-

tary aid to *help* maintain every worthy institution proportionate to its admitted importance and to the extent that the resources at the country's command will permit; provided always that the Government can justify its appeal to the legislature by producing evidence that the petitioners for help, whether individual or corporate, can "show why." In the case of established and in part self-sustaining institutions, the government must in a measure be influenced by the principle of paying on a basis of "results." Hence, precedent to any request for further aid, or any aid, a community either anxious to establish a library, or to get additional aid to one already established, must be prepared with a fair explanation of its exact position. It should be prepared to show whether the steps it has taken are the *all* and *only* ones possible in the circumstances—whether it has exhausted every effort to arouse the interest of the municipality to properly contribute, and the community to obtain a membership sufficient to justify it in organizing a library. Failing this it is far better to wait awhile and be served by a travelling library, than to open with a flourish of trumpets and put up the shutters in a twelvemonth. The bankrupt library is a humiliating spectacle. Upon the grounds as stated, the argument of any library for increased legislative aid should be based.

These remarks are not intended to convey the idea that the spirit of library expansion, that now happily stalks the land, should be discouraged. On the contrary every barrier should be removed and every possible encouragement extended, as indeed it is by the legislature and the Government—with necessary limitations—but it is worse than folly to embark in any business, especially the library business, where dissolution and discredit follows.

The local circumstances and conditions of very few libraries are exactly alike. Each should be dealt with on its individual merits. It is obviously impossible that the Inspector of Public Libraries can hope to at once become personally familiar with the inner story—the family history—of each library in the Province. We have, however, auxiliary machinery. Let us use it. I would suggest that steps be taken by the Ontario Library Association to reach some working arrangement with the executive of every District Library Institute by which the latter will collect special data in respect to any decadent libraries in its own district. The results of these enquiries should then be placed before the Ontario Library Association, through whom, accompanied by a report embodying its own views and conclusions, a summary of the status of the smaller libraries in each respective Institute district could be submitted to the Minister of Education for final investigation by the Inspector. A judiciously paternal government can be depended upon to do the rest.

(8) Will not the enforcement of the introduction of the Decimal System of Cataloguing in the small Library compel a large number to close up on account of lack of means to make the change?

Answer.—8. The "enforcement" referred to, if any, rests with the Minister of Education after full consideration of the facts in each instance. The article on Classifying and Cataloguing (page 374) fully meets this question.

(9) When the Library has less than $200.00 yearly income from all sources to pay for lighting, heating, rent, and Librarian's salary, papers and magazines for reading-room, purchase of books, etc. (which is the case with many Libraries), should not the regulations be favorable to their continuance, than compel them to cease to exist?

Answer.—9. The answer to this is embodied in reply to question 7 above.

(10) Is it desirable to lay aside a book when a borrower requests it and leaves his card for it? Should a small fee be exacted for the privilege?

Answer.—10. Yes, for a reasonable time with a reasonable fee.

(11) Is this meeting in any way connected with the Ontario Public Library Association, or is it purely a separate matter organized, or rather entirely financially aided, etc., by the Education Department?

Answer.—11. The Library Institutes would seem to be the offspring of the Ontario Library Association, and at present are "conducted" under the auspices of and by the latter, co-operating with the Department of Education and its Inspector of Public Libraries, the Department practically paying the entire expenses of conducting the meetings, as defined by the Act of 1909, subject to the Regulations. The origin of these Institutes is the consequence of an additional grant voted by the Legislature to the O. L. A. in 1907, who, upon the strength of the increased amount, decided to hold a "Library Institute" at Brantford, the first of the now splendid series. The business relations between the O. L. A. and the District Library Institutes require re-adjustment.

(12) What is being done to regulate the reading of fiction throughout the district?

Answer.—12. The payment out of the Legislative grant of a greater proportion for *non-fiction* books than for *fiction,* and hence the gradual raising of the literary standard.

(13) What system seems to be given preference for cataloguing, and keeping a proper record of books in a Public Library?

Answer.—13. The Dewey Decimal System of card classifying and cataloguing.

Wardsville Public Library, a good specimen of the progressive smaller library.

Travelling Libraries.

The appended list shows the number of Travelling Libraries and the places to which they were sent, from the Department, during the eleven months commencing the 31st of December, 1908, to the 31st of October, 1909, inclusive. Those marked with an asterisk are new places whose names have not appeared on previous lists:

LIST OF TRAVELLING LIBRARIES.

Fixed and open-shelf collections, showing Cases loaned during the eleven months ending October 31st, 1909.

Armstrong's Mills	1	Inglewood	1
Ayton	1	Kintore	2
*Allenwood	1	*Kemble	1
*Auburn	2	King	1
Allenford	1	Laurel	1
*Armow	2	*Lakeside	2
Ashworth	1	*Lemonville	1
Aspdin	2	Lyn	2
Annan	1	*Mallorytown	1
Bayside	2	Marmora	2
Biscotasing	1	*Mount Brydges	2
Bardsville	2	Massey	1
Burk's Falls	2	*Maynooth	2
Barrie	3	Manotick	1
Bethany	1	Newburgh	1
Burford	1	New Lowell	1
Brinston	1	New Durham	2
Belmont	1	Norwood	1
*Bath	1	*Oakwood	1
*Brooksdale	1	*Ospring	1
Bird's Creek	1	Port Sydney	1
Brockville	1	Paris W. I.	2
Bala	1	*Phelpston	1
Cranbrook	3	Port Rowan	2
Conn	1	*Ridgeway	4
*Callander	1	*Ridgemount	1
Canfield	1	Richmond Hill	1
Carp	1	Rockwood	1
*Cobourg	1	Rodney	1
*DeCewsville	1	Sarnia	1
*Elgin	1	*Strange	1
Essex	1	*Sidney Crossing	1
Elizabethville	1	*St. Joseph Island School Sec., No. 1	1
*Elmwood	1	*Sterling	3
*Frankford	1	Sulphide	2
*Forest	1	*Shetland	1
Gravenhurst	1	Sheguindah School Sec., No. 4	1
Goderich	2	Thorold	1
Gorrie	1	Weston	1
Horning's Mills	3	Whitby	2
Huntsville, (Birkindale branch, Women's Institute)	1	Wardsville	1
Harrow	1	Waterdown	1
Harrietsville	1		116
Hagersville	2		

NOTE.—Of the above total of 116 cases sent out, 38 cases were sent to new places. These latter are indicated by an asterisk.

The circulation of the Travelling Libraries, which was in full swing up to the time of the late Inspector's illness last summer, (it was virtually Mr. Leavitt who originated the travelling library in Ontario), was greatly interrupted

through that account. Pushing the library out where most needed requires tireless energy, and intimate acquaintance with local conditions, and of the territory exploited; also "much inventive genius and a practical knowledge of the principles of advertising." Without the practical application of these qualities only a limited use of the libraries will result.

At the time of Mr. Leavitt's death arrangements had almost been completed by which it was planned that the present Inspector should take the field and enter upon an active missionary campaign. These plans, for the reason given, were upset and what was hoped would have proved a record season, has resulted in some disappointment. An immense amount of work has been done in the way of compiling Annotated Catalogues, classified under the Dewey-Decimal system. Catalogues of over sixty fixed collections containing about 3,000 books, have been printed, effecting a great saving of time and expense, as compared with the duplicated typewritten lists formerly in use, and proving of much assistance to libraries and communities applying.

The total number of books purchased for Travelling Libraries approximates 8,000, exactly the same number of books as comprise the Travelling Libraries in the State of Colorado, and 1000 more than in the State of New Jersey. These are now entered in an alphabetical accession book, showing the title, name of author and case number. Another register contains the story of each library's travels. About 60 of the 165 cases formerly in use and containing 60 volumes each, were found to be unwieldy. These cases are being cut down to contain about 40 books each, making all the cases uniform in size. By this means I have released 1,200 books and increased the total number of cases to 200. This, it is expected, will allow a more constant, periodic exchange of cases and serve a greater number of places.

The greater number of these Travelling Libraries circulate in small hamlets and rural districts, and the selection of books has, when possible, been largely governed by the tastes and necessities of the people to whom they should cater. Speaking generally, each ordinary Library case contains about 33 per cent. of best fiction, 33 per cent. of miscellaneous works, and 33 per cent. of books for juveniles, the latter under the new plan being classified under the Dewey-Decimal system and annotated precisely in the same manner as those for adults. The length of time that a case is allowed to remain in one place is three months, with privilege of extension.

All books of fiction are now purchased *on approval only,* and read before acceptance—a task made necessary by the inability to obtain absolutely impartial outside criticism—the name of authors or publishers in many instances being no guarantee of the real character of a book. All books of a controversial nature in respect to religion, or books containing attacks on any religious sect are promptly rejected.

The value and influence of a Travelling Library in any community cannot be overestimated. It carries "sweetness and light" into remote places and converts the otherwise dreary hours of a winter evening into hours of helpful relaxation, entertainment, and instruction. To farmer, artizan, and lumber-jack, to housewife, and teacher, to boy and girl, it is as Pandora's box. The Travelling Libraries branch of the Department was never better equipped for "business" than now and only needs the necessary human machinery to develop to the full extent its capacity and the fulfilment of its purpose.

Travelling Libraries are loaned free from charge to:—

(*a*) Small struggling libraries.

(*b*) Groups of taxpayers living in hamlets.

(*c*) Rural communities.

(*d*) Women's and Farmers' Institutes.

(*e*) Mining, mill, and other industrial companies in New Ontario.

(*f*) Poor schools, not possessing a school library. (Loaned only under pressing needs.)

Special Travelling Libraries are loaned to:—

(*a*) Public Libraries in industrial centres: technological collections, for the use of artizans and mechanics.

(*b*) Public Libraries. Collections for children only.

(*c*) Public Libraries. Collections for young men and women only.

(*d*) Library Boards. *Library upon construction.*

(*e*) Library Boards. *Library on administration.*

(*f*) Library Boards. *Library upon Cataloguing and Classification.*

(*g*) Study Clubs. Library upon Canadian History or special literary subjects and travel.

(*h*) Individuals. Special collections of books for reading course.

Those who make application to the Minister of Education for a Travelling Library should be alive to the fact that its custodian must be an interested librarian in its truest sense. Being absolutely free to all it is the "advance" guard, the forerunner of the Free Public Library that will follow. It demands publicity. The nearest local paper, if one exists, should announce its advent with headlines, and print a list of its contents. A store is more suitable for its reception than a private dwelling, a barber shop better than an undertaker's. So long, however, that room is found for it in charge of a sympathetic distributor, it matters little where it is located provided its presence is known to every one in the locality.

There is a wilderness in the northern portion of both old and new Ontario, the isolated settlers in which are calling loudly for books, and these places and people can only be served through the medium of the Travelling Library. Applications are now coming in from comparatively remote districts. Manitoulin Island has for some time been a regular customer. In the lumber camps of the Temiskaming the Travelling Library label is becoming as familiar as the cawing of the ravens, while from Thunder Bay an earnest appeal has been received for twenty cases. These latter, it is hoped, will serve a circuit, the radiating centre of which will be Fort William on the Kaministiquia.

Blank forms of application for Travelling Libraries with full instructions can be obtained upon request from the Department.

Special Library Work by Miss Patricia Spereman.

In May, 1908, acting upon the recommendation of the late Inspector, the Minister of Education secured the services of Miss Patricia Spereman, Children's librarian of Sarnia Library. Having given special study to the children's department, Miss Spereman was regarded as being well qualified for this work. The results that

have followed her efforts indicate that the selection was a wise one. As time progressed it was found that in addition to the work of organizing the Children's Department, Miss Spereman's services could be utilized in introducing the Dewey-Decimal system of classifying and cataloguing in libraries needing the same. Having a practical knowledge of card cataloguing sufficient for the purposes of the smaller libraries, this work has been continued with advantage.

Miss Spereman had also been directed to give lessons in repairing damaged books and in book-binding. She had been furnished with an outfit invented by Mr. Henwood of the Brantford Public Library, from whom she had received practical instruction. This branch of industry, though welcomed by many librarians, proving too onerous for a woman, has, as regards Miss Spereman, been discontinued. It is the intention, however, in the ensuing year, to arrange for the work to be carried on by a qualified official of the Department. He will be prepared upon application, approved by the Minister, to visit any library and give all necessary instruction in mending and binding of otherwise discarded books, free of cost to the library, thereby relieving many struggling libraries of a portion of their annual income hitherto expended on this account. Mr. Henwood states that the total cost of re-binding a book in the Brantford Library by himself, averages only four cents a volume exclusive of his time, which is given, when not otherwise occupied, free, as against 25 cents to 40 cents, the price charged for similar work at the regular bindery.

Miss Spereman's mission has also been to make a feature of "A Story Hour for Children," and meetings have been held in the library buildings, school-houses and other halls in many places wherever practicable, and with gratifying success.

I happened to be present on one of these occasions—at Gananoque—and was an interested witness of the proceedings, and so can bear personal testimony to the value of the work if the attendance and the enthusiasm displayed by a big room full of children at the Gananoque school is any criterion.

I clip an item from the *Gananoque Reporter* of Oct. 30, 1909.

"Youthful Reporters.—Public School Pupils Display Unusual Talent..

"Last week Miss Spereman, of Toronto, who is engaged in cataloguing the books of the Public Library, delivered an address on Nelson, at the Stone Street School, which was appreciated by the pupils. Mr. Linklater instructed three of the pupils—John Gould, Elsie Kenny, and Douglas Ryan—to take notes and write out a report of the address. The result is given below. The pupils named each took notes and afterwards retired to compare, and the report is the joint efforts of the three. It is published just as it was written, the manuscript being clean and legible and well punctuated, a point which usually receives scant consideration by those who contribute newspaper copy. None of the pupils are over twelve or fourteen years of age, and are entitled to the highest commendation on their first reportorial venture:"

The Children's Account.

"Thursday afternoon being the anniversary of Trafalgar Day, Miss Spereman, who is cataloguing and classifying the books of the Public Library, addressed the scholars of the Stone Street School. She gave them an account of the life of one of the world's greatest commanders, Horatio Nelson.

"Miss Spereman first told the way she has classified the books of the Public Library, especially for the children. These books have been placed by themselves,

and a special catalogue made out. When she finished this, she told them of Nelson." Then follows an admirable and slightly condensed report of Miss Spereman's address.

Report of Miss Patricia Spereman.—Children's Librarian.

The report of my work in the interest of the Public Libraries covers the period of seven months. In addition to organizing the Children's Department, I have catalogued and classified libraries under the Dewey-Decimal system and put in new charging systems. Instructions have been given in the repairing, mending, and marking of books and also in book binding. For lack of funds, many of the libraries have not been able to have these necessary improvements. Following is a list of libraries visited and a brief account of the work done in each:

St. Catharines.—I gave instructions to the librarian and assistant in mending and repairing of books, as well as book-binding. The Board were not quite ready to have a childrens' department established; although a room had been set apart for their use when the library was built. The selection of books for children was very good, and the members of the Board will build up this branch of the library.

Woodstock.—This library contains about 400 books for children. No age limit exists. A special corner of the reading room has been set apart for the use of the children, where they find the current numbers of magazines for children as well as the bound numbers. I gave two "Story Hours," with a total attendance of about 250 children—this "Story Hour" is to be continued every Saturday afternoon by the assistant librarian. I gave instructions in classifying and cataloguing as well as in the mending and repairing of books and book-binding.

Cobourg.—There are about 300 books for children in this library. These books are well selected, but mostly fiction; the Board decided to build up this section of the library. I gave one "Story Hour," with an attendance of over 300 children. *Free access* is allowed to all the books, and no age limit exists. I classified the entire library and gave instructions in the writing of the card catalogue, as well as in the repairing and mending of books and book-binding.

Smith's Falls.—There are about 300 children's books in this library. They have all been classified and catalogued according to the Dewey-Decimal system. It is the intention of the Board to remove these books to one of the reading rooms, where low shelves have been built and where the children can have *free access* to the books. No age limit exists. Instructions were given in book-binding, as well as in mending and repairing.

Norwood.—There are about 150 children's books here—most fiction. I classified and catalogued the whole library and established a children's department. I gave instructions in the mending and repairing of books. This library is very desirous of having more improvements, but are held back by lack of funds.

Oshawa.—The library contains about 300 books for children—mostly fiction. I established the children's department and also classified and catalogued the whole library and put in a new charging system. *No age limit exists and free access* is allowed to all the shelves.

Gananoque. There are about 250 books in this library for the children. They have been well selected, particularly the non-fiction. I gave one "Story Hour," with an attendance of about 80. I established the children's department in the

library, where I hope they will soon have *free access* to the shelves. *No age limit* exists. I also classified and catalogued the whole library and gave instructions in the proper re-marking of the books.

Brockville.—I came to this library on October 28th and as yet have not completed the work.

PATRICIA SPEREMAN.

No charge is made for Miss Spereman's services, application for which should be made by Library Boards without waiting to be reminded by the Department of Education—and as long as possible in advance of the time when her services are desired.

CLASSIFYING AND CATALOGUING.

The point has been raised that the compulsory imposing upon the smaller library any fixed system of classifying and cataloguing would be an injustice—an additional expense which many small libraries would find impossible to meet. In this connection it should be remembered that the only expense that the library would be called upon to bear would be the cost of equipment.

This has been stated by Mr. A. W. Cameron, late of Streetsville, who established a model library there, to be about $36.00 for a library of say 2,000 books. I append Mr. Cameron's figures:

"Our supplies," states Mr. Cameron, referring to Streetsville, "included the Library Bureau accession book; the books recommended below; a nine-tray cabinet for three by five cards, 6,000 best cards at $3.50 per M., 300 guides and 2,000 book labels.

"The total cost was about $50.00, but we have sufficient supplies for 3,000 books. I would recommend for small libraries the following:

Work—	
The Condensed Accession Book (5,000 vols.)	$ 5 50
The Abridged Decimal Classification	2 00
The Cutter 2-fig Alphabetical Order Table	1 50
	$9 00
Reference—	
Simplified Library School Rules	$ 1 50
Catalogue of 8,000 books (Library of Congress)	50
	$2 00
Catalogue—	
6-tray Cabinet, 4,500 cards, 200-300 guides	$25 00
Total cost about	$36 00"

An analysis of the records shows me that at the end of the year 1908, there were 161 libraries in Ontario that owned less than 2,000 books each, and 71 libraries that

contained over 2,000 books each and less than 3,000. It is safe to say that very few of these 232 libraries have their books classified or catalogued on the Card System. Those that have not are now given the opportunity to get this important, but not absolutely essential or compulsory, work done for the mere cost of material—as the Department, upon application, subject to arrangement—is prepared to give the services of an expert to introduce and establish the Dewey-Decimal System of cataloguing *free* to any library board applying.

Applications for Miss Spereman's services will be considered—other things being even—in the order they are received by the Department.

The great value of the Card Cataloguing System rests not only in the fact that when once established there is practically no further expense, as incurred in printed or typewritten catalogues, but that the library, like a bank, writes up to date, daily, and completes for to-morrow's reference its alphabetical index of books by author and title, purchased since its inception and up to closing time to-day.

A Few Hints

As to Procedure in taking over a Small Library for Classification.

(1) In taking over a number of books, as for instance those of a small Library which has to be classified, previous to cataloguing, the first important thing to do is to withdraw all the *Fiction* and arrange it alphabetically by author and sub-arrange by title.

(2) Divide other books in all general classes. Do this quickly and without marking anything on them.

(3) Classify each book under its proper class. One subject at a time, putting the classification on a piece of paper in the book or on the bookplate.

(4) Arrange all the books, which are in a single class, into alphabetical order by *Author* to avoid over-lapping in the case of books by the same person.

(5) Apply Dewey-Decimal or Cutter number after classification on the book-plate.

(6) Turn over to typist for Cataloguing and shelf-listing. Call-number may be put on the shelf-list by machine (typewriting), but on all catalogue cards (if written by a practised hand), hand-writing is more distinct.

(7) Put call number on *all* catalogue cards (except on references) and label books on *outside* of *back cover,* taking care to remove the glaze and placing the labels at a uniform distance from the bottom of the back binding of the book.

SUMMARY OF REPORTS UPON LIBRARIES VISITED BY MISS SPEREMAN.

In which the Dewey System of Card Cataloguing and Classifying has been wholly or in part installed by her in the Juvenile or Adult Departments.
As compiled from Annual Report.

	Name of Library.	No. of Books, Juvenile Department.	Catalogued, Adult and Juvenile.	Story Hour Attendance.	Instruction in Bookbinding.	Age Limit.	Free Access.	Juvenile Department Established.	Remarks.
	1908								
1	Brantford	2,400	Yes	600	Not required	12	No	No	Juvenile books in stack-room and not separate. Library splendidly managed; excellent museum.
2	Brampton	200	Proceeding	150	Not practical	No	Yes	Yes	Juvenile, mostly fiction. Improving. Instruction in classifying and cataloguing.
3	Goderich	250	No	75	Not practical	No	No	No	Stagnant. Board in favor of improvements.
4†	Galt.....	.....	.....	50	Yes	No	No	Yes	Library Board indifferent. Librarian enthusiastic.
5	Gorrie.....	175	No	150	Not practical	No	Yes	Yes	Juvenile, mostly fiction. No funds. Very anxious to improve.
6	Ingersoll	300	No	500	Yes	No	*No	Yes	Board and librarian anxious for improvement. *No free access to fiction.
7	Markdale	300	No	No	No	No	*	Yes	*No free access to fiction.
8	Niagara Falls	400	Yes	No	Yes	No	Yes	Yes	Splendid Children's Department. Catalogued and classified.
9	Orangeville...	300	No	250	No	No	Yes	Yes	Not ready. Enthusiastic about Children's Dept.
10	Simcoe	300	*No	300	Yes	No	Yes	Yes	Splendid selection juvenile books. Classified and catalogued. *Adults' not catalogued. Not ready.
11	Streetsville...	150	Yes	75	No	No	Yes	Yes	Already classified and catalogued. A model library.
12	Wallaceburg..	500	No	350	No	No	Yes	Yes	Juvenile, mostly fiction. Progressive Board, has decided to cut down fiction.
13	Wingham.....	200	Yes	No	No	12	Yes	No	Board divided as to value of Children's Department.
14	Wiarton	150	Yes	No	Not practical	No	Yes	Yes	Children's Department neglected. Improvement promised.
	1909								
15	Brockville	600	Proceeding	30	No	12	No	Yes	Juvenile, mostly fiction, but will cut down. Age limit reduced from 14. Well selected books.
16	Cobourg	300	Proceeding	350	Yes	No	Yes	Yes	Juvenile, mostly fiction. Attendance of children encouraged.
17	Gananoque....	250	Yes	80	No	No	No	Yes	Juvenile books, well selected. Hope for free access soon.
18	Millbrook.....	300	Yes	No	No	No	Yes	Yes	Juvenile, mostly fiction, well selected. Progressive Board.
19	Norwood.....	150	Yes	No	No	No	Yes	Yes	Juvenile, mostly fiction. Limited funds. Apathetic.
20	Oshawa	300	Yes	No	Not practical	No	Yes	Yes	Juvenile, mostly fiction. Progressive board. Most active chairman.
21	Palmerston ...	200	No	No	No	12	No	No	No Funds.
22	Richmond Hill	No	.....	.....	.....	.....	.....	.....	No Funds.
23	St. Catharines	200	Yes	No	Yes	No	No	No	No classification of juvenile books, Splendid library.
24	Smith's Falls	300	Yes	No	Yes	No	Yes	Yes	Excellent Children's Department. Progressive Board.
25	Woodstock....	400	Proceeding	250	Yes	No	Yes	Yes	Splendid Children's Department. Well selected. "Story Hour" every Saturday.

†Galt. Cutter System installed. All others Dewey-Decimal System.

Statement "D" showing comparative condition of the Public Libraries, Free and Not Free, for the Province of Ontario for the years 1905, 1906, 1907 and 1908 respectively.

	31st Dec., 1905.	31st Dec., 1906.	31st Dec., 1907.	31st Dec., 1908.
Public Libraries, not free, reporting	242	233	221	234
Free Libraries reporting	134	133	130	131
Public Libraries, not free, not reporting	92	100	62	39
Free Libraries, not reporting	16	16	11	6
Public Libraries with Reading Rooms, reporting	83	84	86	86
" " without " " "	159	149	135	148
Free " with " " "	91	92	97	98
" " without " " "	43	41	33	33
Number of members in Public Libraries	242 libraries 28,748	233 libraries 28,138	221 libraries 26,592	234 libraries 26,902
" readers in Free "			174,655	211,241
" volumes in Public "	242 libraries 473,160	233 libraries 482,024	221 libraries 480,664	234 libraries 502,879
" " Free "	134 libraries 684,539	133 libraries 727,368	 753,240	131 libraries 775,976
" issued in Public Libraries	242 libraries 673,958	233 libraries 653,111	221 libraries 656,862	234 libraries 650,826
" " " Free "	134 libraries 1,807,122	133 libraries 1,882,986	130 libraries 2,102,881	131 libraries 2,421,049
" Newspapers, Periodicals subscribed for in Public Libraries	99 libraries 1,899	90 libraries 1,800	92 libraries 1,780	91 libraries 1,652
" " " " " Free "	96 libraries 4,319	24 libraries 4,316	97 libraries 4,168	99 libraries 4,255
Total Receipts of Public Libraries	242 libraries $53,085.17	233 libraries $55,086.01	221 libraries $50,020.13	234 libraries $48,777.33
" " Free "	134 libraries $174,323.66	133 libraries $179,457.66	130 libraries $203,143.97	131 libraries $225,017.63
" Expenditures Public "	242 libraries $47,174.23	233 libraries $47,152.97	221 libraries $42,841.69	234 libraries $41,591.97
" " Free "	134 libraries $151,504.32	133 libraries $166,188.34	130 libraries $186,721.06	131 libraries $210,376.81
" Assets Public Libraries	242 libraries $373,468.51	233 libraries $374,196.10	221 libraries $369,326.37	234 libraries $383,976.17
" " Free "	134 libraries $1,223,171.89	133 libraries $1,392,200.41	130 libraries $1,666,141.47	131 libraries $1,912,143.68
" Liabilities of Public Libraries	242 libraries $6,640.91	233 libraries $7,798.54	221 libraries $6,270.69	234 libraries $3,617.28
" " Free "	134 libraries $129,626.19	133 libraries $136,156 62	130 libraries $165,692.91	131 libraries $164,451.96
Balance on hand Public "	$5,910.94	$7,933.04	$7,178.44	$7,185.36
" " Free "	$22,819.34	$13,269.32	$16,422.91	$14,640.82
Public Libraries incorporated	4	2	4	3
Libraries removed from the list (closed)	8	5	60	20

The Present Status and Prospects of Public Libraries Under Parts 1 and 2 of the Public Libraries Act, 1909.

As will be seen upon reference to Table " D," while only 13 new Libraries were incorporated in the Province of Ontario during the four years ending 31st December, 1908, the libraries that failed to report for two consecutive years or to comply with the Regulations, numbered 136. The grants to which some of these might have been entitled, either in whole or in part, became forfeitable. Out of 63 defaulting for some reason for the year 1908, 40, under an elastic ruling, have been given another chance.

The cause of this alarming mortality among libraries organized in earlier days, is in part due to the fact that libraries were then often forced upon an un-

Port Elgin Public Library.

ready community by over-persistent book agents. Later, the Boards finding themselves saddled with liabilities they had not the remotest prospect of meeting, closed the doors of the library and probably of the total cost of the books, the 50 per cent. of this, paid by the Government, was wasted.

Another feature which has contributed to swell the list of lapsed libraries is the practice, among many of the smaller ones, of not making an annual report to the Department when *not entitled* to a share of the Legislative grant. To remedy this a regulation might be passed by which five per cent. of the next grant, payable to this class of defaulting libraries, could be withheld. One explanation, however, of the fact that there are numbers of decadent and moribund libraries, yearly passing out of existence, must be looked for in the neglect of many

Library Boards themselves to arouse local enthusiasm and their failure to raise money and expend sufficient even for maintenance much less to qualify for a share of the grant.

The story of each library differs in many respects from that of its fellows. Special circumstances should therefore be taken into account in diagnosing each separate case. A rule that may work admirably in one instance may be absolutely ineffective or inoperative in another. Inspection might disclose a remedy, but 438 libraries cannot be inspected in twelve months. To study the history of each individual library from its yearly records since its inception, while it might throw a flood of light upon the cause of its failure, and suggest the especial treatment required, is an impossible course, in the circumstances, to follow.

A general system of treatment, based on the principle of "the greatest good to the greatest number," is a safe one to adopt.

I have listened to much adverse criticism of the condition of affairs that permits, year after year, a substantial amount of the annual Legislative grant voted for libraries, to remain unexpended and revert to the Treasury. As to the share of responsibility for this state of things, that rightly attaches to the Library Association Board interested, or to purely local conditions, it is not easy to determine.

Until some plan is devised by the library workers of this Province whereby the yearly unallotted balances of the appropriation voted by the Legislature, in support of its public libraries, could be equitably apportioned, laments are futile. If those most concerned, however, are unable to take concerted counsel and suggest some practical solution of the difficulty, it might perhaps be possible, through Departmental regulation, to extend temporary relief.

Careful examination of United States statistics indicates that though great strides have been made in that country in library work, there is no individual State whose cash grants to small libraries exceeds or even equals those made for the same purpose by the Province of Ontario.

In support of this statement the following extract from the leading editorial in the January, 1910, number of *Public Libraries*, Chicago, U.S., appears at the psychological moment:

> "The library activity displayed in practical, progressive lines among the Canadian Libraries should furnish stimulus to other sections represented in the American Library Association, that are somewhat lagging behind in practical work. The help given by the Government to the Ontario Library movement is worthy of emulation by many State Governments, which are too often indifferent or unintelligent in what they do along these lines."

Still another cause of there being so many decadent libraries under Part 2 of the Act, is, that the membership fees are not sufficient for maintenance. Year after year the Association Boards have to wait, "hat in hand, upon a municipal council and beg for a pittance." It has been suggested that if an active campaign for the establishment of public libraries under Part 2 of the Act, were instituted, the people properly enthused, meetings held, and some official present to explain the progress made by libraries in other places, there is little doubt that a by-law for a library rate would carry, and with a Government grant, prove sufficient. As a further inducement for the small library to develop, its *grant might possibly be increased,* upon the library becoming *free.*

I am fully persuaded that it is of the greatest importance to put the libraries in smaller places on some permanent basis, even at the risk of the larger lib-

raries in the wealthier cities, whose income is proportionately greater—and to whom Government aid is not so vitally essential—having to make some sacrifice. By a permanent basis I imply a free library enjoying a regular municipal income and offering equal advantages to every member of the community.

A library whose income from all sources amounts to less than $200 a year to pay for lighting, heating, rent, librarian's salary, books, papers and magazines, is justified in demanding such municipal assistance as may enable it to earn its proper quota of the money voted by the Government, but of which appropriation ten to twenty per cent. yearly—though crying to be apportioned—reverts frequently —largely through lack of proper effort on the part of the Association Boards—to the Provincial Treasurer.

While doubtless there are many difficulties—insuperable ones in some cases—confronting the formation of libraries in small villages and townships, except as Associations under Part 2 of the Act, I agree with Mr. Norman Gurd, K.C., of Sarnia, who is such a stalwart progressive, that the ideal public library is the free one, and that if the libraries not free now, under Part 2 of the Act, in towns or villages capable of supporting a *free* library, were to receive from the Government *less* than at present, they might perhaps be more easily induced to become *free* libraries.

Disinclination has been shown in certain instances by Library Association Boards, in even fair sized places, under Part 2 of the Act, to organize as *free* Public Libraries under Part 1. In this connection Mr. Gurd cites the case of a small library which is under Part 2. When asked by him why this Association did not organize as a free Public Library, the Trustee questioned replied there was no inducement to do so as they would not get any greater advance from the Government, and the income he thought would really be less as a free library under Part 1 than as a public library under Part 2.

The question arises, what other inducement should be expected by a library, than a library rate of one-half mill on the dollar of the municipal assessment, when that rate is susceptible of being increased to three-fourths of a mill on the dollar by consent of a two-thirds vote of the Municipal Council, as provided for by the new Act for free libraries, under Part 1. By some it is considered an anomaly that Government aid should be extended at all for the support of libraries which are *not free* to the general public. This leads up to the question whether the curtailment of the Government grant in the case of a community, which, while capable of supporting a free library, elects to remain a public library, would be just and effective?

The question as to what is the best course for the smaller library to pursue to raise funds for necessary expenses when its annual membership fee is not sufficient for the purpose—still remains unanswered. It is a question that has been raised at every one of the three Library Institutes, (St. Catharines, Brantford, and Ottawa) that I attended in November. It is the question asked of me by every librarian I have met on my visits of inspection, and it is the leading question asked of me in almost every letter received on the subject of library development, from all sections of the Province.

There is yet another direction in which it seems the smaller libraries might economize, namely, in the purchase of books. Under prevailing conditions, extreme prices are paid. If this existing method of buying—practically by retail—was

abandoned, a saving of 25 per cent. could, I believe, be effected. Twenty-five dollars would be sufficient in some instances, to save the life of a small library *in extremis.*

I wholly realize how difficult it is, especially for one who has but recently had an opportunity of getting into direct touch with the active library world, to suggest a solution of these problems without ample time for consideration. Holding this view I have courted the opinion of others. Investigation has, however, convinced me that only in the attendance of librarians and delegates at the various Library Institutes, from the rural districts, and through the story of their experiences and the interchange of their views, will a partial remedy be evolved to meet the situation.

I have undertaken to suggest certain ways by which the smaller libraries through their own efforts might possibly earn a greater proportion of the unexpended balance of the appropriation, now annually forfeited. What of an extension of bounty on the part of the rural municipalities themselves? The extent of their possible assistance under the present statutory conditions has been in part explained. Could legislation be fairly enacted that would make it compulsory on the part of the municipality to grant more liberal treatment to the struggling library? Surely a library is a greater necessity than a lock-up, equally as necessary as a ball-park, and next in importance to a Public School. It is a foil to the first, a legitimate rival to the second and a powerful accessory to, and co-adjutor of, the last.

A well-known figure in the library world, a worker of national reputation, has declared that:

"Wholesome literature can be furnished to all readers in a community at a fraction of the cost necessary to teach them to read, and the power to read may then become a means to a lifelong education. A library is an essential part of a broad system of education and *a community should think it as discreditable to be without a well conducted free public library as to be without a good school.*"

Every rural municipality should be prepared to assume its proportionate share of responsibility with the Government, for the up-keep of the library, the maintenance of the poor man's university.

It is pertinent to ask what part is the rural press taking in the cause of library advancement? Practical suggestions along these lines are sought by the Inspector.

But no aid, whether state, municipal or individual, will be of any avail to the library that remains wilfully blind to its own responsibilities and neglects to resort to modern methods. To quote the words of the late T. W. H. Leavitt, a man of much prescience and great common sense: "A library, where the work is obsolete and the circulation of the books retarded by absurd restrictions, should be awakened to a realization of its duties or left to linger out its term without Legislative assistance."

In other words, failing to perform its duties it should cease to be a public burden.

Possessed with the belief that the master-key of the door that leads to relief hangs from the girdle of the chairman—the janitor—of every Library Board, I think that "rivalry" should be the slogan and that the commercial principle of "earning money by results"—proportionate results—should be the basis recognized by the

Government in the apportionment of any additional public money for library purposes other than elsewhere mentioned. Such a method would surely arouse flagging librarians and struggling libraries to a sense of their own responsibilities and put iron into the blood of many an Association Board. To accomplish this the co-operation of every resident and the local member would be essential.

I have already mentioned that one of the reasons for there being so many decadent smaller libraries, exists in the fact that the membership fees are insufficient for maintenance. Under clause 22 of the Public Libraries Act 1909, the main condition precedent to a library sharing in the Legislative grant is that the library must have a membership of at least fifty persons over 21 years of age. In the absence of any good reasons to the contrary, and I know of none, I believe it would be to the advantage of a library under Part 2 of the Act to have the minimum above named, raised, and I respectfully recommend that the number tor this purpose be increased to at least 75 in place of 50 as at present. This would be in harmony with the spirit of the Act, for in estimating the amount of Government grant to which a public library is entitled, membership fees are included in the basis of calculation. (Clause 4, Sec. 23). Hence the greater the number of members the larger the amount of fees and proportionately greater each library's share of the Legislative grant.

As it is of course doubtful if, even by this plan, the extra amount allotted would be sufficient in the case of every library, to afford practical relief, I would go further and respectfully suggest that if this plan fails to give the measure of relief expected, that out of the *residue of the appropriation,* if any, after the money, payable under subsections 1 and 2 of sec. 23 of the Act, has been apportioned, that the question of the payment, (a) of a maximum flat amount of $25, or (b) a proportionate part of the same to libraries organized under Part 2 of the Act of 1909 be taken into consideration by the Minister. Payment in the case of proposition "b" to be based on the circulation that the books of each such library bears to the total circulation of the books of *all* such libraries.

To make this plan of apportionment equitable, the question of the population of each community served, in comparison with the total number of all classes of books in each such library, should be taken into consideration.

To arrive at the proper proportion in each case the form of annual report could be provided with columns showing the circulation, each, of fiction and non-fiction books in both adult and juvenile departments, also giving the population of each place. Indeed, this should and will be done under any circumstances.

For the purpose of this calculation and for the reason that it might help to raise the general standard of the libraries, two books of non-fiction might be recognized as being equivalent to three books of fiction.

To encourage those libraries which claim more economical administration and greater proportionate circulation of books at less cost than others, a column will in future be inserted in Tables "A" and "B" of the Inspector's Annual Report—which summarize the data contained in each public library's annual report—showing the *cost of maintenance* in each case. This will permit of a proper comparison being made of any two or more libraries, in respect to circulation and expediture, based on the number of books in each library. Then perhaps might fairly be introduced a sliding scale method on the principle of "payment by results."

Investigation of the grants voted by the most progressive States of the American Union, as previously referred to, contrasted with the appropriations voted by the Ontario Legislature for library purposes, places the Government of Ontario in an enviable light. The fault does not wholly rest, as many complaining librarians would have us believe, with a parsimonious Legislature, but often with the decadent libraries themselves. Fault-finding is apt to become endemic, but libraries that pursue modern methods and strive to be up-to-date in every particular should not be placed in the same category with libraries that exist in name only.

NOTE.—Since the above was printed I have received a letter from Mr. D. M. Grant, of Sarnia, in which he refers to the question of cheap books, not only confirming my statement, but pointing out how nearly 37 per cent. of a saving could be effected.

"While attending the Brantford Institute," he writes, "I was deeply impressed with the difficulty that the small libraries have to keep alive, and with their demand for a larger grant. . . . One solution occurred to me by which they might be helped without adding to the expense. . . . I believe it is a fact that the small library pays the very highest price for its books, owing to its not knowing where to go or how to buy to advantage. When the Sarnia Library was started nine years ago, and for a couple of years after, we were nicely bled, . . . and I believe that most of the small libraries buy as we did. Now we have arranged with a dealer to get our books at actual cost to him, plus three per cent. profit and freight. For instance, the latest works in fiction, retailing at $1.50, we get for less than 95 cents, profit and freight included, and this dealer has to extend these terms to any library in Lambton or elsewhere.

We have also found a place where we can secure any of the popular fiction over one year old, bound in substantial form, at forty-five cents a volume, and this offer we are sending to Lambton libraries. Now, if the task were undertaken of informing the smaller libraries of *how to buy economically, the result would be the same as an increase of revenue.*"

I commend the above valuable piece of information to the special business consideration of the Boards of all Library Associations classified under Part II. (2) of the Public Libraries Act of 1909.

Inspection of Libraries.

An examination of the records of the office show that during the late Mr. Leavitt's tenancy, 1905-6-7-8, the undermentioned Libraries were inspected:

Names of Libraries.

Ayton
Acton
Aurora
Athens

Bowmanville
Brockville
Burk's Falls
Bridgeburg
Brampton
Bracondale
Burlington
Bancroft
Berlin
Brantford
Beaverton
Bracebridge
Barrie
Brighton
Belleville

Colborne
Chatham
Cobourg
Caledonia
Cornwall

Dresden
Don
Deseronto

Erin
Elora

Fort Erie
Fergus

Georgetown
Guelph
Galt

Gravenhurst

Hamilton
Hillsburg
Harriston
Hespeler
Havelock

Islington
Ingersoll

Kars
Kemptville

London
Listowel

Merritton
Merrickville
Markham
Milton
Morrisburg

Newmarket
Niagara
Niagara Falls
Norwood
Napanee

Ottawa
Oshawa
Oakville
Orangeville

Port Rowan
Pickering
Port Credit
Port Hope
Palmerston

Peterboro'
Preston
Paris
Port Elgin
Picton
Prescott

Richmond Hill

Stirling
Smith's Falls
St. Catharines
Schomberg
Stratford
St. Thomas
Sarnia
Streetsville
Simcoe
Stouffville

Thorold
Thornhill
Trenton
Tweed

Uxbridge

Vars

Windsor
Whitby
West Toronto Junct'on
Weston
Westport
Woodstock
Wallaceburg
Walkerton

York

While Mr. Leavitt was exceptionally zealous in the discharge of his duties, the fact that he was only able to visit 97 libraries out of a possible 428 during four years, shows that the work of inspection is no sinecure, and that with many other demands upon his time he found it impossible to cover the field thoroughly. From Ottawa to Kenora, from Windsor to Sudbury is a long call, and the towns and villages in the intervening territory and greatly scattered. At the rate of inspection of even one library every working day it would take a man over 16 months to visit all the libraries in the Province.

This is unfortunate, as my short experience has proved that the estimation in which a visit to the smaller libraries, by a Government official, is held by the rural librarian, seems to be out of all proportion to the face value of the visitor. Many of the more remote libraries regard the Inspector's visit as a red-letter day. This is not difficult to understand.. In the case of the smaller library

long months—to the librarian long months of apparently inexplainable neglect—in some instances several years, perhaps, have passed by, first in expectancy, then in disappointment, and finally in despair and apathy, when—lo! the Inspector! This man though he may criticize, does so, let us believe, with kindly tact and criticism is forgotten in the words of encouragement and advice that he leaves behind him. Then the librarian, suddenly awakened, realizes that after all, the library *is* an entity; the Inspector no longer a myth, and the librarian no longer more or less of an apology, but a personage. A personage, too, of some importance, a resident no longer to be looked upon as a doubtful quantity and whose presence has been a test of some people's tolerance, but a factor in the community and sweeter still a factor in the great world of books. No longer an

Odessa Public Library, a typical country town library.

obscure unit, but a resident to be reckoned with; an active member of the hitherto dreamland army of literary workers. Only a humble unit in the legion of book-handlers, but a discontented and overlooked unit no longer.

With the visit of the Inspector some sunlight has invaded the doubtless too dingy book room and with his departure a ray of sunshine and hope and perhaps ambition has also found lodgment in the librarian's soul.

I have visited the following libraries since September 23rd:

Aurora.	Hamilton.	Ottawa.
Brantford.	Kingston.	Sarnia.
Brockville.	Niagara.	St. Catharines.
Dundas.	Niagara Falls.	Thornhill.
Gananoque.	Oshawa.	Toronto.

These places were visited more for the sake of getting in touch with a few librarians and inhaling library atmosphere than for purposes only of inspection. One of the principal lessons learned from these inspections is that the new Libraries Act of 1909, introduced by the Minister of Education, taken in its entirety, is accepted as a vast improvement on the old one, as it contains a number of amendments which have been advocated by the Ontario Library Association for several years.

The Technological Section of the Public Library.

As far back as 1906, the late Mr. Leavitt (then Inspector) drew attention to the fact that educationists in Ontario were commencing to realise that necessity existed for making the Public Libraries an essential part of our educational system. Impressed with this idea he evolved the theory of enlightening the artizan class on subjects all important to them, through the medium of books of instruction in the useful arts. These were to be selected by the Department of Education and shipped in special cases to those Public Libraries in industrial centres that had expressed a wish to make the experiment.

The value of this new field of endeavour is described on pages 389-93 of this report. This scheme was further threshed out by Rev. M. A. Bradley (then President of the O. L. A.) who almost simultaneously with Mr. Leavitt, advocated the creation of the course therein outlined, which was designed to take the place in Canada of the United States Schools of Correspondence, branches of which were doing business—"a land-office business"—in all parts of the Dominion.

Meanwhile, others prominent in library extension were also pondering and working along the same lines, notably Messrs. Grant and Gurd, of Sarnia; Mr. Murton, of Oshawa, and Judge Hardy, of Brantford.

As an initial step toward the practical accomplishment of the object in view, plans were partially perfected by which special collections of books, with the consent of the Minister of Education, were promised to certain industrial towns.

I find that three such collections have been sent out.

(1) To the Public Library, Sarnia.
(2) To the Tunnel Branch Library, Sarnia.
(3) To the Public Library, Brockville.

Believing that "the conditions of the educational system did not meet the needs of a large constituency of the Province," the Sarnia manufacturers, on Dec. 14th, 1908, forwarded to the Minister a petition, through the local Library Board. This petition pointed out "the need of something practical being done for artizans and mechanics," asking that technical sections be established for their education in connection with the Sarnia Public Library. These gentlemen recognized the fact that the better trained the workman the more valuable his service and the more reliable he would become.

To meet this request a library of selected technological books, 45 in all, costing $60.50, was later sent to Sarnia. This collection was especially strong in the electrical field—the Tunnel Railway being operated by electricity. In addition to this feature the latest books on Geometry, Telegraphy, Telephony, Machine Shop Arithmetic, Practical Mechanics, Use of Tools, Yard Terminals, Block Signal

Operation, Railway Problems, Railway Track-work, Algebra, Locomotive Catechism, Short Rails, and a few books of railway romance, formed the selection.

Other books dealing with the manufacture of iron, petroleum, woodwork and salt, asked for, could not at the time be supplied.

The larger place of the Public Library in the educational system of the Province was being practically recognized.

This departure was of course entirely experimental. But the results so far as reported, are sufficiently encouraging to warrant the conclusion that it was a move in the right direction.

Mr. Grant reported that not one of "the lighter class of books" had been taken out, but only books dealing with practical work, e.g., the railway catechisms, books on mathematics, etc., etc., and added that a public spirited citizen had offered Sarnia a generous contribution, if books of the class named could be secured—"books that would not prove mere shelf-warmers."

Encouraged by the success of the movement this same citizen has since offered to double his donation.

In the case of Brockville, her needs could not be fully supplied. The books required and that dealt with her special industries were not in stock, and as no arrangements had been made by Mr. Leavitt, prior to his death, for the purchase of books dealing with the industries named, a "fixed collection Case No. 123, series M.," Travelling Libraries, containing 46 books, chiefly dealing with the useful arts, was sent on October 4th last as a make-shift. This case contained 10 books on Electricity, 6 books on Iron and Steel, 1 on Plumbing, 3 on Engines and Boilers, 4 on Wool and Textiles, 1 on Distilling and De-naturing, 7 on Gas Manufacture and Engines, 5 on Wood Working, 6 on Concrete and Cement, and 2 on Belts and Pulleys.

No official report has as yet been received from Brockville.

These were the first shots fired in the campaign that it is hoped will result in "the Public Library becoming the People's University." This was merely preliminary to those other steps that will doubtless be taken by the Ontario Library Association through which our public libraries will become integral factors in the educational system of the Province. To ensure this the closer co-operation of the Department of Education and the Ontario Library Association is essential.

The plan thus inaugurated of supplying mechanics in certain industrial centres, with the books—through the Public Libraries—that they require in order to equip them for the branch of work they have chosen, though it received a staggering blow in the death of Mr. Leavitt, has not been allowed to drop. Indeed those most nearly concerned have been doing something else than "mark time." Through special visits, by the present Inspector, to a few industrial towns and after consultations with members of the local Library Boards, applications for special Technical Travelling Library Cases have already been received from the undermentioned places.

Brockville.	Gananoque.	Oshawa.
Collingwood.	Hamilton.	Sarnia.
Dundas.	Niagara Falls.	Sarnia Tunnel.

Up to the time of writing, these applications with the exceptions named have not been filled. While there are books on certain technical and scientific subjects in stock in the Inspector's office, they are not in sufficient variety or number to fill the requirements of the places applying.

To meet this pressing demand, I respectfully recommend, that out of the Legislative grant for Travelling Libraries for 1909-1910 the Minister of Education authorize the allotment of a sum, not exceeding one thousand dollars, for the purchase of books for technical libraries for the purposes indicated.

To make this plan feasible and practical and to ensure the circulation of the books thus purchased, it is advisable that a limited number of Public Libraries in industrial centres be invited to join hands with the Department. The condition ultimately attached to the sharing in this special grant might be that each Public Library participating should agree to purchase technical books to the value of $100. To these libraries the Department of Education should agree to loan, during the year, similar books to the value of another $100. The loaned books, after the expiration of say six months, to be transferred to another library.

The reading of Mr. Leavitt's paper on Technical Work in Public Libraries, (see page 392, of this report), at the annual meeting of the O. L. A., April, 1909, elicited much discussion. Mr. L. K. Murton, K.C., of Oshawa, moved "that this Association is heartily in accord with Inspector Leavitt's suggestion that the promotion of technical instruction among mechanics and artisans, through the medium of the Public Libraries of the Province, is deserving of the special attention, encouragement and assistance of the Department of Education and that with a view to considering more fully all suggestions made as to measures to be recommended by this Association, for the accomplishment of that purpose, a special committee be appointed by the President to report upon same at next annual meeting."

In conformity with this motion the chairman appointed the following special committee: Mr. D. Grant, Sarnia, Convener; Mr. L. Murton, Oshawa; Mr. Wm. Tytler, Guelph; Mr. R. Alexander, Galt; and the Secretary, Mr. E. A. Hardy, Toronto.

This committee will doubtless be called together between now and the next annual meeting of the O. L. A. for the purpose mentioned. Until then I would respectfully suggest that the Department take no further action in this direction, other than to continue the circulation of the Technical Travelling Libraries among those local public libraries which are prepared to accept the conditions as outlined.

In order to facilitate and assist the deliberations of this committee, I would also suggest that the expenses of the interim meeting be borne by the Department. I would further recommend, as it is in harmony with the attitude and interest displayed by the Minister of Education, that a sub-committee of say three or four, to include the convener, Mr. Grant; Judge Hardy, the President of the O. L. A., and the Inspector of Public Libraries, be authorized to visit the Pratt Institute at Brooklyn, the University of Wisconsin at Madison, or other convenient institutions in the United States that have such a scheme in operation, or have utilized in this direction the Technical section of their libraries. Several of the extension courses at Madison are stated to be on Technical Education. It is also stated that there are more students taking these courses than all other courses combined, and that "the courses aimed at making the *Public Library the centre of energy.*"

The expense of such visit of inspection to be defrayed by this Department.

In the opinion of Mr. Norman Gurd, of Sarnia, the idea of technical work in the libraries is, perhaps, overshadowed in the minds of many people by the movement towards technical education in the schools. He insists there should be no reason for this. The two ideas would not in the least conflict. The public library would be reaching the men who were actually at work in the trades, and

who would not be able to attend schools, and in addition to this the public library would bring technical education into many communities which could not afford technical schools.

The first work to be done then is the providing of books. If these books are read and the mechanics show the interest that is predicted, *then* it will be time to take up the further matter of class-work, examinations and diplomas, and establish the necessary, if simple machinery required for administrative purposes.

It was claimed by Mr. Leavitt that the system as he originally outlined would offer the following advantages:

(*a*) The co-operation of the Ontario Library Association.

(*b*) The assistance of local library boards and librarians, resident where work is to be done, and anxious to make it a success.

(*c*) Careful supervision by the Department of Education.

(*d*) The minimum of cost.

(*e*) An opportunity extended to ambitious young men, provincial in character, under which they can master the technical details of their trade, and pay 50 per cent. less then by any private system.

(*f*) The retention in Ontario of a very large sum now annually remitted to the United States.

(*g*) The fostering and development of a Canadian spirit of self-reliance.

(*h*) A training school from which, in the near future, a large number of students may be drawn to our Technical Schools, Colleges and Universities.

This programme, inviting as it is, involves a great deal of the hardest kind of work before anything very practical can be evolved. I therefore reiterate my conviction that, precedent to any action being taken, or expenditure incurred, by the Department of Education, other than that I have suggested, a careful examination of the situation in the United States be made in order to see what has really been accomplished by the Pratt Institute of New York, or the University of Wisconsin, or similar institutions interested in establishing technological sections in connection with the Public Library. Then it may be possible to form an estimate as to how far the functions of the public libraries of Ontario can usefully be extended along similar lines, and upon those followed by the Correspondence Schools of the United States doing business in Canada, whose co-operation, if feasible, might prove advantageous.

The Public Library as an Educational Factor.

In the course of an address on "The Public Library and Local Clubs and Kindred Organizations in Its Own Town or Village," the Rev. W. A. Bradley, of Berlin, at the ninth annual meeting of the Ontario Library Association, held on the 12th April, 1909, drew attention to the fact that 95 per cent. of the children of the country receive all their education in the Public School and that only 5 per cent. of the children of the country reach the High School. With this fact for a text, Mr. Bradley pointed out that the public school did not supply the education required, proved by the further fact that a large number of young people in the Province had taken a course in Correspondence Schools. He quoted the statement of the principal of a local business college that six hundred people in the town of

Ottawa Public Library, a splendid sample of an up-to-date Reference Room.

Berlin alone had paid in the aggregate $30,000 for a correspondence course. From these potent facts he argued that the mission of the Public Library was to meet the needs of the 95 per cent. of the people who never could get to the High School, that in short the Library should become the University of the People.

In harmony with this idea of Library Education, the extension of such educational facilities to adults, also took possession of him and at his suggestion, invitations were issued to all the factory managers in Berlin to inspect the books on various technological subjects which were in the Library, and had them specially spread, according to industrial classification, upon tables placed for the purpose. Since that time the circulation of technical books among the Berlin artizans has remarkably increased. The workmen were at last calling for books. The Library was fulfilling its mission.

Following up the new idea, Mr. Bradley later in the year wrote to seven Ontario Libraries asking the following questions: (1) Have you a branch of any Correspondence Schools in your town? (2) Has the International Correspondence School, of Scranton, Pa., U.S., an office in your town? (3) Would you kindly procure for me the number of persons who have taken a course in the above named school in the last five years?

Answers received from six of these seven libraries showed that the artizan class who were seeking to equip themselves with the knowledge necessary to better carry on their work, and to fit them for promotion, were not at present provided with proper facilities for the purpose in Canada. They had to procure the needed education through correspondence schools whose head offices were in the United States. Putting the minimum cost of a correspondence course at $50.00, it was ascertained that not less than $262,000 had been paid out by the Canadian artizans of the six Ontario cities mentioned, to Correspondence schools in the United States, during the last five years.

With these facts before him, Mr. Bradley contended that an educational campaign might well be undertaken in connection with the Public Library, so that the Public Library would in time "become the real University of the people." He argued that if the work now carried on by the Correspondence Schools were done through the public library, the Government co-operating, by in part defraying the cost of books, the present fee—most of which was taken out of the country—could not only be cut in two, but utilized for home library purposes. To accomplish this, examinations would be held in connection with the local public library by a Central Examining Board located in Toronto, with diplomas to be issued by the Department of Education to the artizan or other person after passing his examination, instead of his being dependent upon a Correspondence school situated in the United States.

Now, while Mr. Bradley had been busy pondering and proclaiming his gospel of Library Education, the late Inspector Leavitt had been no less busy trying to reach a working solution of the same problem. In his annual report for the year 1908 he devoted several pages to the consideration of (1) The Technical section of a Public Library. (2) The Public Library, the People's University. Both, as will be seen, cognate topics.

In respect to the first of these it was claimed that hitherto the library had been conducted in the interests of only certain classes of the community; that the needs of the artizan had been ignored; that to the average mechanic the department of applied science was an unknown quantity represented in the Library by zero. To secure the cordial help of the factory hand he needed to be first convinced of

the value of technical training and then to have it placed within his reach by the selection of books on technological subjects. By this new interpretation of the Library field it was believed that Canadian mechanics would be able to secure a well grounded knowledge of what is known as the technical side of their trades. Rules governing the procedure for establishing technical sections in a public library were then set forth.

In connection with the second subject, the utilization of the Public Library as the People's University, the question of correspondence schools as first presented by Mr. Bradley was thoroughly thrashed out, and with the view of developing the Library University idea, he ventured to submit the most salient facts bearing upon this for the consideration of the Minister of Education with the hope that legislative action would follow. It was pointed out that only five per cent. of pupils receiving school education in Ontario attend the High Schools, Collegiate Institutes, a College or a University. That the Technical Schools established by the Government in the centres of population only reached a small proportion of the working classes. That the remedy for this lay in the utilization of the Public Libraries, and that steps be taken by means of which the Library would become an integral factor in the educational system of the Province. As an initial step to this end it was recommended:

(1) That out of the legislative grant made for Travelling Libraries, the sum of one thousand dollars be set aside for the purchase of books for technical libraries, for the use of mechanics, and that a limited number of public libraries located in industrial centres, be invited to join with the Department in circulating these books, they agreeing to purchase such to the value of at least $100.

(2) The Department of Education to loan similar books, during the year, also to the value of $100. The loaned books, after being used for six months, to be transferred to another library.

Having ascertained through the local libraries, the industries carried on in the various factories and shops of the town, a comparison of the records received would give an accurate idea of the relative magnitude and importance of these various trades. This accomplished, the Department of Education, in conjunction with the Ontario Library Association, could engage competent teachers to be placed in charge of the correspondence, when the business would be conducted along the lines now followed by Correspondence Schools. Teachers and experts to be paid from the fees charged. It was believed that a charge of $25 for a complete course would be sufficient to defray all expenses. In accord with Mr. Bradley's suggestion it was pointed out that examinations conducted by Public School Inspectors could be held semi-annually in the library towns where the students reside, and the papers forwarded to Toronto, where they would be passed upon by an examining board. Diplomas could then issue bearing the stamp of the Department of Education.

A summary of the advantages to be derived from this system was added, chief of which were the opportunities that could be extended to young men, under which, being provincial in character, they could learn to master the technical details of their trade at 50 per cent. less cost than by any private system; the retention annually in Ontario of a large sum now remitted to the United States and the creation of a local training school, from which, in the near future, a large number of students might be drawn to our technical schools, colleges and universities.

Later on at the annual meeting of the Ontario Library Association, April 12, 1909, Mr. Leavitt again took occasion to draw special attention to the same subject in a very clever and instructive paper entitled, "Technical Work in Public Libraries." This, owing to the regrettable fact of his serious illness, unfortunately had

to be read by proxy. While his absence prevented personal interrogation or even enquiry, the paper evoked much discussion and some adverse criticism. This paper appears unabridged in the printed Proceedings of this meeting, copies of which can be obtained upon application to the Department, or to Mr. E. A. Hardy, the Secretary of the Association. The paper is an exceedingly valuable one as the pros and cons of the proposition are very fairly presented. That Mr. Leavitt's views possessed exceptional value as a contribution to progressive library literature, and marked a departure in sympathy with the views of the foremost authorities on the continent, is evidenced by the endorsement of the Librarian in charge of the Applied Science section of the Pratt Institute Library, of Brooklyn, N.Y. This gentleman, whose department is stated to be ahead of anything in American libraries, in a signed article in the March number of the Library Journal, approved of the scheme most heartily and directed the attention of the American Library Association to the idea as being something worthy of emulation.

It is needless to remark that no new gospel of this character, with its obvious, far-reaching effects, is apt to be accepted without criticism.

Fiction.

The problem of Fiction in the discussion of Library affairs is as much to the front as ever. Indeed more so. While diversity of opinion still exists as to the proportion of fiction advisable in a Public Library, there is a marked tendency among librarians and boards towards reduction.

To this end the provisions of the new Public Libraries Act have contributed. Section 23, sub-section 1 of Part III., General Provisions, reads as follows:

"Subject to the next preceding section" (which merely refers to the number of members necessary to entitle a library—not free—to share in the appropriation) "and to the Regulations, there shall be paid to the Board of every Public Library established under this Act, out of any money appropriated for that purpose, not more than 50 per cent. of the expenditure made for books, magazines, periodicals, newspapers, bookbinding and materials used for cataloguing and classifying a Public Library under the Dewey-Decimal or Cutter systems or a combination of such systems, but no grant shall be paid upon an expenditure upon books of fiction in excess of 45 per cent. of the amount expended upon other books, and no grant shall exceed in respect of books, bookbinding and materials for so cataloguing and classifying, $200, or in respect of magazines, periodicals and newspapers, $50.

This "45 per cent. of the amount expended upon other books" represents a proportion of about 33 per cent. in respect to all other classes. There are extremists who insist that fiction instead of being curtailed, should be increased to 80 per cent. —these fortunately are in the minority. The last act of the Legislature, while it increases the total grant, wisely regulates the proportion of fiction upon which it will be paid, and so indirectly raises the standard of library literature. It is not a question of quantity that should speak but quality. In the United States the travelling libraries usually contain about 50 per cent. of fiction; the travelling libraries sent out by this Department average about 33 per cent. A preponderance of fiction in any library encourages intellectual dissipation. The circulation of "problem" fiction is a menace to morals. Good, clean fiction, especially with a strain of humour in it is a magical alterative. It is the "relish" that gives zest to the literary feast, but it is not the "whole thing."

In the case of the city of Kingston, it would seem that it is. Kingston's grant for 1908 on account of *non-fiction* books, amounted to $6.10 only. The "Granite City," with a library established in 1835, a city rich in historical association; the ancient capital; a centre of learning and much culture; a very erudite community—will actually tolerate nothing, according to the secretary, but fiction in its public library. The secretary reported the purchase of only one set of non-fiction books, bought as an experiment—a rather costly edition of a profound work, philosophical, if I remember right—and seemed surprised that they had never been taken from the shelves.

To win over a confirmed novel reader, to change his appetite, you need not think you can cure him by too drastic a dose to begin with. A tactful offer of some well illustrated book of travel or description—some fascinating scientific romance, or a graphic biography of a great man, sandwiched in with a less lurid novel than ordinary, is bound sooner or later to develop (if diplomatically done, on the cumulative plan) a less rabid craving. Let us pray for Kingston.

It is in such cases as these that a librarian with a sense of responsibility and a will, and a purpose, can take his proper place in the ranks of the educationists.

The views of the good people of Kingston are "on all fours" with those of a clever member of the St. Catharines Library Board, who at the Institute held there November 9th last, said that "if the public wished to have fiction they ought to be accommodated, as the public were paying for the maintenance of the library." This hardly seems sound logic, for out of the revenues paid by the people of the whole Province, and pooled by the Government, who is to say that the money expended on fiction by any one library represents "the wish of the public."

All are agreed on the main point—however much they may differ in respect to proportion—namely, that while good, clean fiction is a never-ending delight, "doubtful" fiction has a most debasing influence. But great difficulty lies in selection. This is a point on which every librarian should be on the alert, censorship being especially necessary in the case of children's books. An author's or publisher's name in many cases counts for nothing.

With this knowledge in view and to meet an expressed want, the "Quarterly Bulletin of Best Books" is now issued, at the expense of the Department of Education, under the supervision of the Ontario Library Association. By arrangement with the Association, this is being compiled by Mr. E. A. Hardy, the energetic secretary of the Association.

There is a feeling among some librarians that fiction should be *graded* and that the works of the famous novelists whose books are recognized as "classics," should be placed in a class by themselves and not ranked as fiction, Prominent among those who hold this view is Mr. Murton, K. C., the "guide, philosopher and friend" of the Oshawa library.

Mr. Murton suggests that, "A special list of fiction might include as literary classics such books as Sir Walter Scott's novels, those of Thackeray and Dickens, and many of the best historical novels and others. * * * These should be prepared," he says, "and classed by the Department as non-fiction, for the purpose of ascertaining (?) the amount of Government grant under the regulation. This would give especial encouragement to the purchase and circulation of the best fiction, and would relieve the pressure, where the present regulations catch some of the libraries which have been purchasing too large a proportion of fiction, and where they claim that their readers will not read anything else.

"This I think," proceeds Mr. Murton, "would be advantageous, even if the proportion of fiction allowed for by the regulations should be still further reduced. It seems important, too, that the librarian shall, by bulletin posted up, make known to all patrons of the library that *two* books, one non-fiction and one fiction, can be taken out at the same time by the same member. This will encourage the reading of a larger proportion of non-fiction by voracious readers."

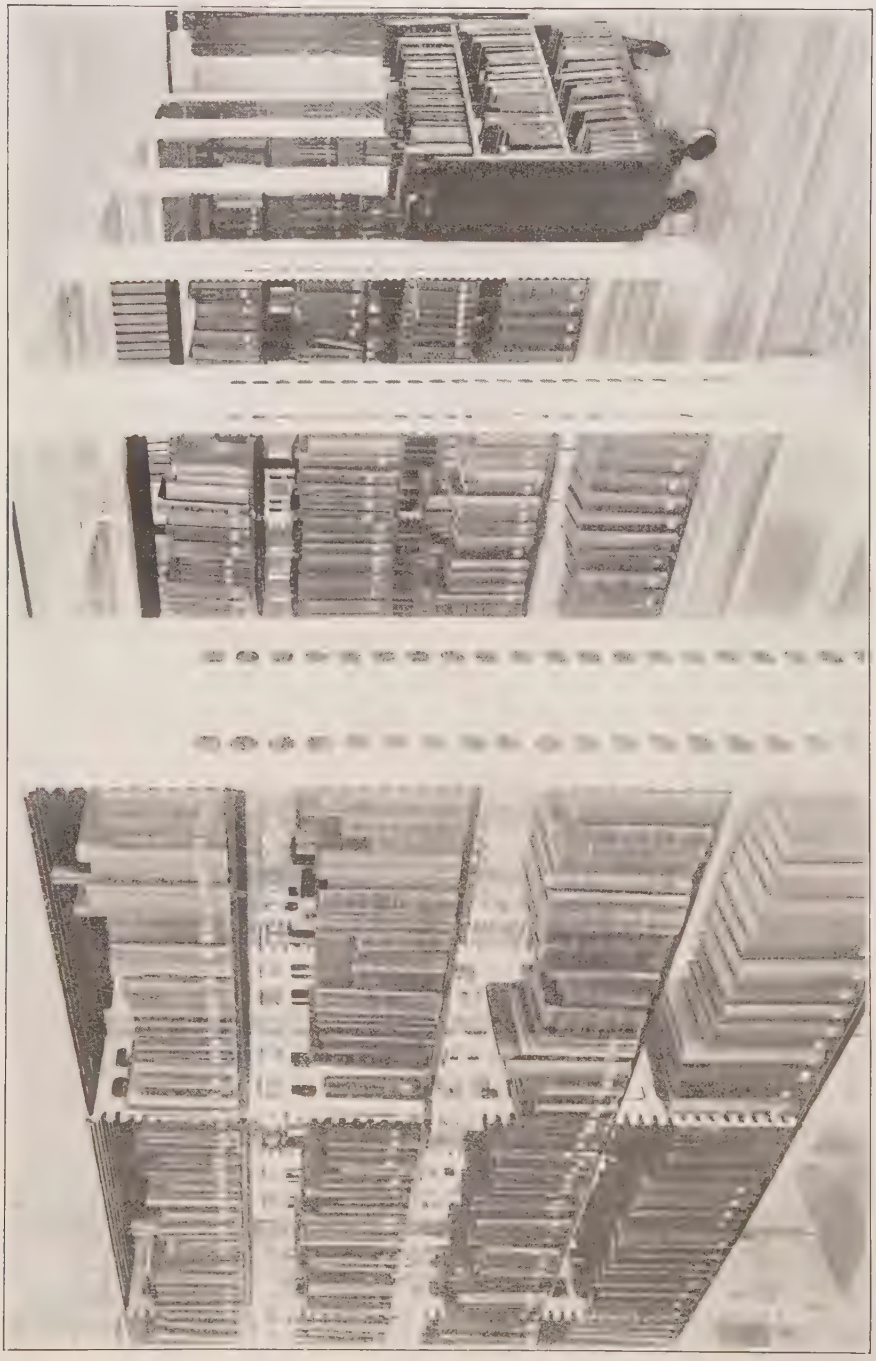
As to the suggestion made by Mr. Murton that "two books, one of non-fiction and one of fiction, be allowed to be taken out at the same time by the same member," I am disposed to believe it is an experiment well worth trying. I cannot, however, subscribe to the idea of "graduated fiction."

While I sympathize with the contention, and realize, apart from the fact that it seems unfair to the men he names, that they should be linked with, or put on the same level as the sensational writers of "yellow" literature, even if it does present another way to earn the much needed larger grant—there can, I submit, be but two well-defined divisions, fiction and non-fiction. Once introduce the wedge some would soon clamour to bracket every writer of ephemeral note among the "immortals."

Who could be trusted to strike an acceptable list, where such great difference of opinion exists?

The classes of literature mostly to be encouraged and that could be relied upon to gradually force out much of the present over-ripe problem stories, and in time become acceptable substitutes, are travel and description; scientific subjects, useful arts, biography and history. If such branches as these were treated in a colloquial, bright and breezy way, without detracting from the dignity of the subject, and in respect to mechanical make-up, binding and illustration, were made equal to the best editions of fiction, they would inevitably freeze out a proportion of the present objectionable type of books.

By common consent, by some unwritten law, the treatment of the higher branches of literature, as referred to, has hitherto been of the pompous, dry-as-dust and repellant style. Let all this be changed. That improvement in this respect has already taken place, "goes without saying," but much has yet to be accomplished. Compel a reader by mere force of style and graphic presentation of facts, by the use of every modern method permissible, by every artistic and seductive artifice known to the expert, to once open such a book, and—"you have him." An undreamed-of world of interest and delight is unfolded. Fascinated against his will he falls into the trap, reads on, and on, and on, and before he finishes the story becomes an ultra-earnest recruit in the growing ranks of non-fiction readers. If the Bible or any less wonderful book, dealing with the history and tenets of Christianity, was similarly embellished, there would be more Bibles read, but fewer missionaries called.



Ottawa Public Library. New Stack Room, to which completely free access is not considered possible

Free Access.

In respect to the question of *Free Access* to the shelves of the library, some divergence of opinion exists. The opponents of Free Access claim that the movement has expended itself. That the experience of many libraries in England and the United States is that the introduction of the system has not proved the success that was claimed for it, and that the pendulum is commencing to swing in the other direction. This seems to be a statement supported only by isolated instances and not in harmony with the views of the greater number of library workers in Ontario.

One prominent librarian considered that any library's rule prohibiting free access and left to the Minister's discretion to approve, before the rule could take effect was "paternalism gone mad." Another, no less prominent, thought, on the contrary, that "the powers given to the Minister under the Act in respect to forbidding libraries shutting out patrons from access to the books was an excellent one, for should there be any reason in the case of any particular library forbidding free access, the Minister, possessed of all the facts, could in his discretion approve of the rule in that particular case, while, on the other hand, where from mere obstinacy, a Library Board refused to modernize the administration of its library, the Minister could enforce action." Surely an admirable safeguard preventing an injustice in either case.

That the wisdom of free access is admitted in this Province and should prevail in Ontario is emphasized by a resolution passed at the last annual meeting of the Ontario Library Association when the motion of Dr. Burns, of Brampton, approving of free access was carried unanimously.

As pointed out elsewhere, the mechanical construction of some libraries makes the enforcement of the rule impracticable.

In the cases of both Gananoque and Brockville a strong prejudice against free access was overcome when the interpretation of the words and the provisions of the Act were explained by the Inspector, and the loss through pilfering shown to be less than nominal. A few years since free access was regarded as a most dangerous innovation. To-day it is almost universally approved.

In the case of new library buildings, one of the first features to be considered by the Board and the architect is the question of ample space in the stack room. Space sufficient to permit two persons to pass easily between the rows of shelving. This defect is the reason given by the librarian of the handsome Carnegie library at Ottawa for the non-extension of complete free access to the new stack room.

Out of many other cases reported, I am disposed to believe that in some, the mechanical defects are more apparent than real and that personal objections often constitute the real reason.

Strange ideas prevail among some people as to what "free" access really is. In one important manufacturing town a member of the Library Board confided to me in all seriousness, that he thought it meant the privilege extended to every reader to take without hindrance as many books from the shelves as his fancy dictated, and walk off with them without their being "charged" by the librarian. As all libraries are maintained at the cost of the people, access to all and any of the books should not be restricted to the privileged few, but extended equally to every reader. To be literally free, according to the spirit of the Public Libraries Act, access to the books of every library should be as "free as air" and with no "age limit."

Summer Library School.

The vital need for competent librarians in the furtherance of library work, the foundations of which have been well laid by the Government, the Legislature and Ontario Library Association, was never more speakingly demonstrated than in the conditions in this respect that to-day confront us. As these threaten the life of the public library, every librarian stirred with a desire for progress and personal betterment—whether a competent or incompetent—should welcome any opportunity that spells improvement. These comments are made in kindness, with the object of arousing the inconsequent librarian and casual library board to a sense of their respective responsibilities.

To quote from the Inspector's report for 1908: "An incompetent librarian who neglects to attend Library Institutes—who does not read the literature upon library problems prepared by the Department of Education and the Ontario Library Association—who possesses no knowledge of modern library methods, who is opposed to all changes which would involve additional work and activity, who resists every attempt made to abolish absurd restrictions and clings with tenacity to a policy long since discarded and worthless," is not fitted to conduct the affairs of any library, and should either make haste to qualify or make room for one who has a proper conception of the character of the office and a knowledge of its wants.

Not only have rural, but even urban libraries, been turned into asylums for pensioners on the mere good will of a municipality. Many an unsuitable tenant has been pitch-forked into a responsible library position, certainly not the position under the circumstances, for any self-respecting person to occupy. The trouble is that after a library has been turned into a "haven," the ratepayer who might have courage enough to suggest a change, would be anathema. The library is the least suitable place in the world as a dry-dock for derelicts. There are other sanctuaries, other repair shops, other homes for incurables.

A library, regarded in its true light, is a great temple of educational possibilities, employment in which means a tribute to superior attainments and special fitness. To "get there," the keenest kind of rivalry should exist among the most intellectual and up-to-date members of the community. The library must not be confounded with a bone-yard. By virtue of office, the librarian should take rank as a leading citizen, second neither to reeve, mayor, bank manager or postmaster. The library, no matter how humble its appearance, compared with the ornate, gothic-fronted branch bank on the opposite corner, or the post office with its red brick air of superiority, should attract to its portals the brightest men and women of hamlet or metropolis. Its functions and influence are so far reaching in effect that no reflecting man would dare to venture a surmise as to the extent or value of them.

The first Summer School for Librarians, in Canada, was opened in Montreal in connection with McGill University, under the management of Mr. C. H. Gould, Librarian of McGill University, and last year President of the American Library Association—a litterateur of mark—who is still in control. From small beginnings it has become a factor in the Canadian library world and not a few Ontario librarians are indebted to it for what they know and for their advancement.

The session, which lasts four weeks, is held in June and July. No entrance examinations are required. Anyone filling a library position or interested in library work, is qualified for admission. The fee for tuition is $5, and the essential

supplies amount to about the same. Rooms and board can be obtained for $30 for the four weeks. These particulars are given in the hope that many Ontario librarians from town, or country, who recognize their incompetence or realize the value of further up-to-date instruction, may be induced to take a course at McGill pending the founding of a similar school in this Province.

It is well to remember that McGill is an exponent of the "Cutter" cult.

Of the ninety men and women who have studied under Mr. Gould and his staff of experts, 22 came from Ontario, practically 25 per cent. of the whole number. Almost everyone of these is to-day engaged in library work.

In order to test the hold this school had taken on its constituencies all advertising was omitted and no circulars issued in 1909. Notwithstanding this, six students entered from Ontario, a larger number than in any previous session, forming more than half of a class of eleven. From this experience Mr. Gould is confirmed in his opinion that there would be no difficulty in inducing students from Ontario to attend in greater numbers if the library boards would give them some slight financial assistance.

As to the benefit of a course at McGill, I speak from personal experience and endorse in strong terms the value of the instruction. I would add, however, if some of the lectures, as given, were restricted to demonstrating and explaining the everyday work and needs of the smaller libraries, leaving out the intricate and abstruse niceties—the advanced science—of classification and cataloguing for example, and the hypothetical problems that could occur in great libraries only, I believe better results would follow. A repast of too many courses and unfamiliar viands is not as serviceable as a "cut" off a joint and potatoes, for the ordinary person in a hurry to "take stock" and make a simple inventory of his "outfit."

It seems hard, after the Province has benefited by Mr. Gould's enterprise, to steal his powder, but as imitation is the sincerest form of flattery, he will forgive. It is his characteristic.

List of those from Ontario who have attended the McGill University Summer School for Librarians:

Rev. Father Antoine, University of Ottawa, Ottawa.
Rev. J. Boyon, University of Ottawa, Ottawa.
Miss Isabel MacPhee, Alexandria.
Miss Katherine Cochrane, King Street, Brockville.
Miss Louise Johnston, Public Library, Stratford.
Miss Elizabeth Detwiler, Public Library, Berlin.
Miss Mabel Bennet, 58 Aylmer Street, Ottawa South.
Miss Mabel Landon, Iroquois.
Miss Honora Watson, Public Library, Windsor.
Miss G. Arbique, Public Library, Ottawa.
Miss G. Major, Public Library, Ottawa.
Miss Margaret Robertson, Archives Department, Ottawa.
Miss Josephine Lynch, Public Library, Ottawa.
Miss Magdalene Casey, Archives Department, Ottawa.
Miss Florence McDonald, Archives Department, Ottawa.
Miss Mary G. Phelps, Archives Department, Ottawa.
Miss Alice G. Millard, Public Library, Galt.
Miss S. M. Reazen, Public Library, Lindsay.
Miss Catherine Louise Moule, 135 Metcalfe Street, Ottawa.

Miss Bessie Sutherland, 585 Besserer St., Ottawa. (Public Library.)
Miss Bessie Watt, 424 Gladstone Ave., Ottawa. (Public Library.)
Miss Mabel B. Dunham, Public Library, Berlin.
Miss Ella Hilborn, Public Library, Collingwood.
Walter R. Nursey, Toronto.

The time has nearly arrived when facilities, similar to those provided in Montreal, should be extended to Toronto for the special instruction of Ontario's librarians. To inaugurate this good work before the books of the Toronto library are completely classified and catalogued, would seem to be premature and useless. When this is done arrangements could doubtless be entered into between the Minister of Education, the Toronto Library Board and Professor Locke, the librarian, under which the school could be held in the new Carnegie Reference Library on College Street.

To carry this project into effect would merely need a definite, systematized course of study, with a staff of lecturers and instructors, and final examinations, with the issue of certificates and diplomas by the Department of Education. To encourage librarians and library boards to take advantage of this, a small amount might be authorized towards the expense of the librarians' training and a special grant to libraries employing a "certified" librarian. I respectfully recommend that initial steps be taken to provide for a Summer Library School in Toronto.

Canadian Heroes Series.

The first volume of the Canadian Heroes series, *The Story of Isaac Brock,* by Walter R. Nursey, published under the auspices of the Ontario Library Association, was issued from the press of William Briggs, December, 1908, and met with an excellent reception. In August, 1909, the first edition being exhausted, a second edition—the fourth thousand—was issued by the same publishing house. It contained some slight additions. The Canadian publishers also made arrangements with the McClurg's, of Chicago, for placing an edition in the United States. The book has met with an excellent reception there and elicited many favourable notices from American reviewers. Steps are being taken to publish an edition in Great Britain. Letters have also been received from a Berlin publishing firm with a view to bringing out an edition in Germany.

In compliance with arrangements made by the late Mr. Leavitt, the second volume of the series, *The Story of Tecumseh,* written by Mr. Norman Gurd, K.C., of Sarnia, the well-known library worker, will shortly make its appearance. As many months have been spent in obtaining reliable material from every known source, Mr. Gurd's "story" can be looked forward to with greatest interest. If Mr. Leavitt's plan is followed up the third volume will probably be *"The Story of Selkirk,"* a biographical sketch of Thomas Douglas, Earl of Selkirk, the first great colonizer of old Prince Rupert's Land; the first white man who founded an English-speaking colony in Hudson Bay territory, on the banks of the Red River of the North.

Harriston Public Library.

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	3 Ground Floor Plan	409
2 Harriston	1 Front View	401
	2 Basement Plan	413
	3 First Floor Plan	412
3 Niagara	1 Corner of Reading Room (Biographical Sec.)	349
	2 Interior View of Library	414
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	2 Reference Room	390
	3 Main Stairway	357
	4 New Stack Room	396
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6 Oshawa	1 Front View, Exterior	329
	2 Reading Room	337
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7 Penetanguishene	1 Exterior View	352
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Views and Other Illustrations

Of the various Libraries that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907 and 1908. Alphabetically arranged.

Name of Library.	Free or Not free.	Description.	Year.	Page.
Brampton	Free	Exterior	1907	323-5
		Basement Plan		
		Main Floor Plan		
Brantford	Free	Exterior	1906	248-50
		First Floor Plan		
		Basement Plan		
Burlington	Not free.	Basement Plan	1907	313
		First Floor Plan		
Brockville	Free	Exterior	1906	253-5
		First Floor Plan		
		Basement Plan		
Berlin	Free	Exterior	1906	243-6
		First Floor Plan		
		Basement Plan		
		Second Floor Plan		
Bracebridge	Free	Exterior	1907	309
		Ground Plan		
		Basement Plan		
Belleville	Free	Exterior	1908	164-9
		Rotunda (interior)		
		Basement Plan		
		Ground Floor Plan		
		First Floor Plan		
		Attic		
Chatham	Free	Exterior	1906	257-8
		Ground Floor Plan		
Collingwood	Free	Exterior	1906	260-2
		Ground Floor Plan		
		Basement Plan		
Cornwall	Free	Exterior	1906	265
Goderich	Free	Exterior	1906	227-8
		Ground Floor Plan		
Galt	Free	Exterior	1906	266-9
		Ground Floor Plan		
		Basement Plan		
		Second Floor Plan		
Guelph	Free	Exterior	1906	271-3
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		First Floor Plan		
Hamilton	Free	Exterior	1906	275
Lindsay	Free	Exterior	1906	277-8
		Ground Floor Plan		
London	Free	Exterior	1906	280-3
		Ground Floor Plan		
		Basement Plan		
		Second Floor Plan		
Napanee	Not free.	Exterior	1908	171
Orangeville	Free	Basement Plan	1907	315-7
		First Floor Plan		
		Main Floor Plan		
Ottawa	Free	Exterior	1906	286-7
		Ground Floor Plan		
Perth	Free	Exterior	1907	319-22
		Basement Plan		
		Ground Floor Plan		
		First Floor Plan		

Views and Other Illustrations

Of various Library Buildings, etc., that have appeared in the reports of the Inspector of Public Libraries for the years 1906, 1907 and 1908. Alphabetically arranged.—*Concluded.*

Name of Library.	Free or Not free.	Description.	Year.	Page.
Picton	Free	Ground Floor Plan.	1907	303-4
		Lower Floor Plan.		
Palmerston	Free	Exterior	1907	329
Paris	Free	Exterior	1906	289-90
		First Floor Plan		
Sarnia	Free	Exterior	1906	292-4
		First Floor Plan		
		Basement Plan		
St. Catharines	Free	Exterior	1906	230-2
		Main Floor Plan		
		Second Floor Plan		
		Basement Plan		
St. Thomas	Free	Exterior	1906	302-4
		Ground Floor Plan		
		Basement Plan		
St. Mary's	Free	Exterior	1906	299-300
		Basement Plan		
		First Floor Plan		
Streetsville	Free	Exterior	1907	300-1
		Ground Floor Plan		
Stratford	Free	Exterior	1906	307-9
		Ground Floor Plan.		
		Ground Floor Plan Scale		
Smith's Falls	Free	Exterior	1906	296-7
		First Floor Plan		
Toronto	Free	Exterior, Front Elevation	1906	234-8
		Exterior, East Elevation		
		Main Floor Plan		
		First Floor Plan		
		Third Floor Plan	1908	
		Reference Library		
Toronto, Yorkville Branch	Free	Exterior	1906	239-41
		Ground Floor Plan		
		Basement Plan		
Uxbridge	Free	Exterior	1907	306
Wallaceburg	Free	Exterior	1907	326-8
		Basement Plan		
		First Floor Plan		
Windsor	Free	Exterior	1906	317-9
		Ground Floor Plan		
		First Floor Plan		
Waterloo	Free	Exterior	1906	313-5
		First Floor Plan		
		Second Floor Plan		
Niagara Historical Society		Exterior	1907	277

DESCRIPTIONS OF PUBLIC LIBRARIES

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Belleville	1908	163
Brampton	1907	323
Bracebridge	1907	308
Burlington	1907	312
Brantford	1906	247–51
Brockville	1906	252
Berlin	1906	242
Chatham	1906	256
Collingwood	1906	259
Cornwall	1906	262
Goderich	1906	226
Galt	1906	267
Guelph	1906	270
Hamilton	1906	275
Lindsay	1906	276
London	1906	279
Napanee	1908	170
Ottawa	1906	284
Orangeville	1907	314
Paris	1906	288
Picton	1907 1908	302 150
Perth	1907	319
St. Catharines	1906	229
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Smith's Falls	1906	297
St. Mary's	1906	298
St. Thomas	1906	301
Stratford	1906	308
Streetsville	1907	301
Uxbridge	1907	305
Waterloo	1906	312
Windsor	1906	316
Wallaceburg	1907	327

List of Carnegie Library Buildings in the Province of Ontario, With the Amounts Promised or Donated in Each Case by Mr. Andrew Carnegie, up to Nov. 13th, 1909.

Through the courtesy of Mr. James Bertram, Private Secretary.

Name of Place.	County.	Amount.
Arthur	Wellington	$ 7,500
Berlin	Waterloo	28,000
Bracebridge	Muskoka	10,000
Brampton	Peel	12,500
Brantford	Brant	35,000
Brockville	Leeds	17,500
Brussels	Huron	7,000
Chatham	Kent	19,000
Collingwood	Simcoe	14,500
Cornwall	Stormont	8,000
Dresden	Kent	800
Dundas	Wentworth	10,000
Elora	Wellington	6,000
Fergus	Wellington	9,000
Fort William	Thunder Bay	50,000
Galt	Waterloo	23,000
Goderich	Huron	10,000
Grand Valley	Dufferin	7,500
Gravenhurst	Muskoka	7,000
Guelph	Wellington	24,000
Hamilton	Wentworth	75,000
Hanover	Grey	10,000
Harriston	Wellington	10,000
Ingersoll	Oxford	10,000
Kemptville	Grenville	3,000
Kincardine	Bruce	5,000
Lindsay	Victoria	13,500
Listowel	Perth	10,000
Lucknow	Bruce	7,500
Merrickville	Grenville	2,500
Milton	Halton	500
Milverton	Perth	7,000
Mount Forest	Wellington	10,000
Niagara Falls	Welland	15,000
Orillia	Simcoe	12,500
Orangeville	Dufferin	12,500
Oshawa	Ontario	14,000
Ottawa	Carleton	100,000
Owen Sound	Grey	17,500
Paisley	Bruce	5,000
Palmerston	Wellington	10,000
Paris	Brant	10,000
Pembroke	Renfrew	12,000
Penetanguishene	Simcoe	12,500
Perth	Lanark	10,000
Peterborough	Peterborough	25,000
Petrolia	Lambton	10,000
Picton	Prince Edward	12,500
Port Arthur	Thunder Bay	30,000
Port Elgin	Bruce	8,000
Preston	Waterloo	10,000
St. Catharines	Lincoln	25,000
St. Marys	Perth	10,000
St. Thomas	Elgin	27,000
Sarnia	Lambton	20,000
Sault Ste. Marie	Algoma	15,500

List of Carnegie Library Buildings in the Province of Ontario.—Continued.

Name of Place.	County.	Amount.
Seaforth	Huron	6,000
Smith's Falls	Lanark	11,000
Stratford	Perth	15,000
Strathroy	Middlesex	7,500
Teeswater	Bruce	6,000
Thessalon	Algoma	8,000
Thorold	Welland	10,000
Toronto	York	400,000
Toronto Junction	York	20,000
Wallaceburg	Kent	11,500
Waterloo	Waterloo	10,000
Windsor	Essex	27,000
Woodstock	Oxford	24,000
		1,450,300

List of the Library Buildings in the Dominion of Canada

Other than those in the Province of Ontario, towards the construction of which Mr. Carnegie has promised, or given contributions. Showing place, Province and amounts up to November 13th, 1909.

Place.	Province.	Amount.
Calgary	Alberta	$ 50,000
Lethbridge	Alberta	10,000
New Westminster	British Columbia	19,500
Vancouver	British Columbia	50,000
Victoria	British Columbia	50,000
Sydney	Cape Breton	15,000
Selkirk	Manitoba	10,000
Winnipeg	Manitoba	114,000
Amherst	Nova Scotia	5,000
Halifax	Nova Scotia	75,000
Truro	Nova Scotia	10,000
Yarmouth	Nova Scotia	4,000
St. John	New Brunswick	50,000
St. John	Newfoundland	50,000
Sherbrooke	Quebec	15,000
Three Rivers	Quebec	10,000
Indian Head	Saskatchewan	10,000
		$547,500

Carnegie Libraries in the United States.

In addition to the libraries in Canada towards the construction of which Mr. Carnegie has contributed as per preceding statement, he has also contributed to the erection, wholly or in part, of 948 library buildings in the United States of America. The total amount of these munificent gifts is not ascertainable, but reaches into millions of dollars.

NOTE:—In a letter enclosing a pamphlet—loaned for the purpose—which contained a list of all Library Buildings to which Mr. Carnegie has donated or promised subscriptions in the United States and Canada, Mr. Bertram gives the total number of Library Buildings assisted in Canada as 87 and the amount of money involved as $2,025,500.

The foregoing printed lists were compiled from this booklet, which showed a grand total of more than 1,000 buildings. As will be seen, only 86 buildings and $1,997,800 are here credited to Canada, a discrepancy of one building and $28,500 as against the figures quoted by Mr. Bertram, the result doubtless of a clerical error on the part of this office in compiling the statement.

Elora (Carnegie) Public Library (Free).

The village Council, after corresponding with Mr. Carnegie during 1908, received a grant of $6,000 on the usual terms. On January 4th, 1909, a vote of the electors was taken to change the Public Library established in 1871 to a *Free Library,* and the change was endorsed by a substantial majority.

Plans were secured and consented to by Mr. Carnegie, tenders were opened on the 2nd of June, 1909, and the work let. Construction commenced July 10th, and the building will be completed December 1st. Material used in building—red pressed brick, with cut stone sills, lintels and steps.

Size of building, 48 x 36.

Basement:

Lecture room, 32.9 x 28.6.
Board room, 15 x 16.
Furnace room, 15 x 16.

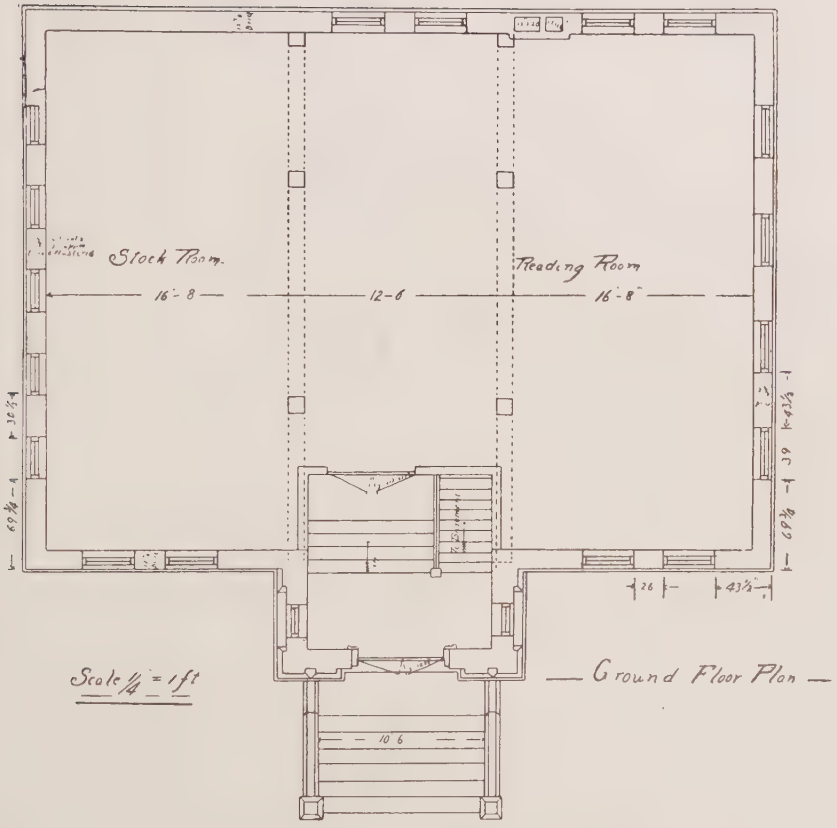
First floor:

Stack, library and reading room, 44 x 32.
Height of stacks, 7 feet 6 inches.
Capacity, 12,000 volumes.
Wood used for interior finish, ash.

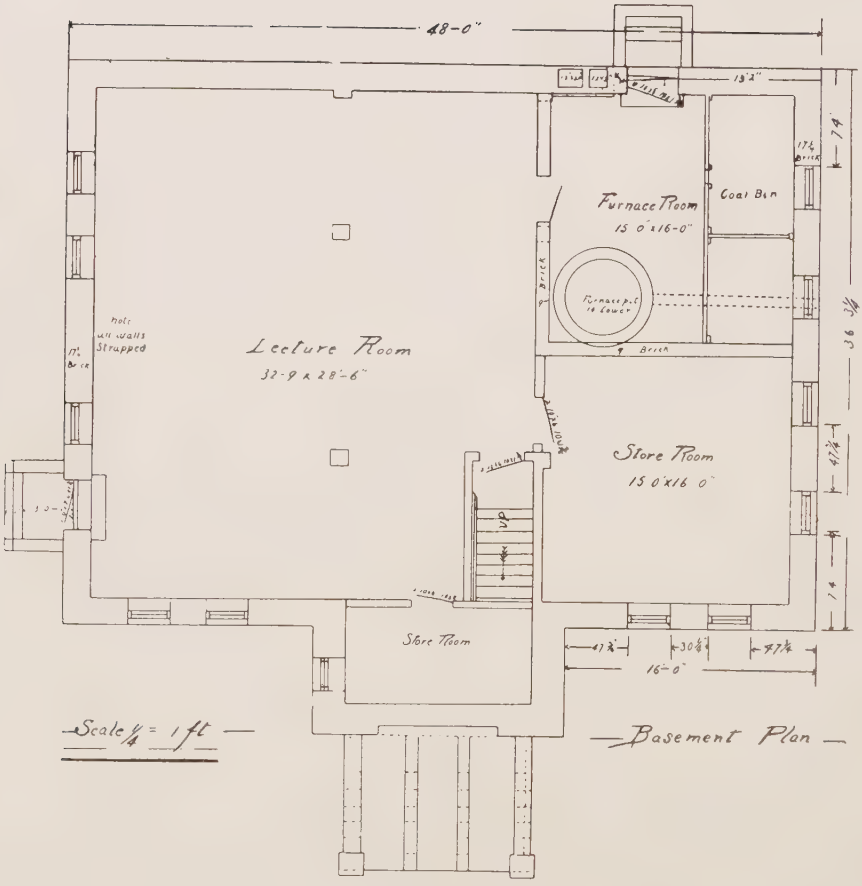
System of heating, Kelsey warm air. Lighting, Allan Sparks, gasoline system.
Free access is permitted to book borrowers.
Age limit, 10 years for book borrowers.

Members of the Library Board: Reeve, A. J. Kerr, James Wells, Thomas E. Lipsey, Wm. Robertson, M.D., J. J. McWilliams, D. McLeay, Henry Clarke, W. Griffin and F. Fischer.

Elora Public Library, front elevation.



Elora Public Library, ground floor plan.



Elora Public Library, basement plan.

Harriston (Carnegie) Public Library.

This Library was completed, May 15, 1909. The material used in the building is: pressed brick, cement block, etc.

Size of building, about 50 x 50 feet.

The basement contains: coal bin, furnace room, lecture hall, and dressing room, men's lavatory and cloak room.

First flat contains:—

Reading room (men).

Reading room and ladies' lavatory.

Library room.

Reference library room.

Librarian's private room.

Children's reading room.

Second flat contains:—

Board room.

Similar room at other end.

Recreation hall in centre.

Dark storage room in rear.

Cost of building and fittings, including heating plant, lighting, furniture, was $10,131.00. This amount being exclusive of the cost of site, $300; of this total, Mr. Carnegie contributed $10,000. The hot water system of heating has proved very satisfactory.

The wood used in finishing building was Georgia pine, with oak floor on first flat, with maple floors in basement and attic. The fittings are of oak and Georgia pine.

How lighted—Acetylene gas, with combination fixtures for gas and electric light. Building all fitted with gas piping and electric wiring all concealed.

The former Mechanics' Institute was begun on a small scale in the year of Confederation, 1867. In 1900, by vote of the ratepayers, it was made a free library, and Council gave it a room in Town Hall, with heat, light, and caretaking free of charge. A similar arrangement obtains for the new Library.

The members of the Library Board for 1907 consisted of: John Hucks (Chairman); A. G. Campbell (Sec.-Treas.); T. E. Ball, L.D.S.; A. H. Lambert; Jas. A. Hall; C. E. Leppard and James McMurchie, B.A. (Mayor).

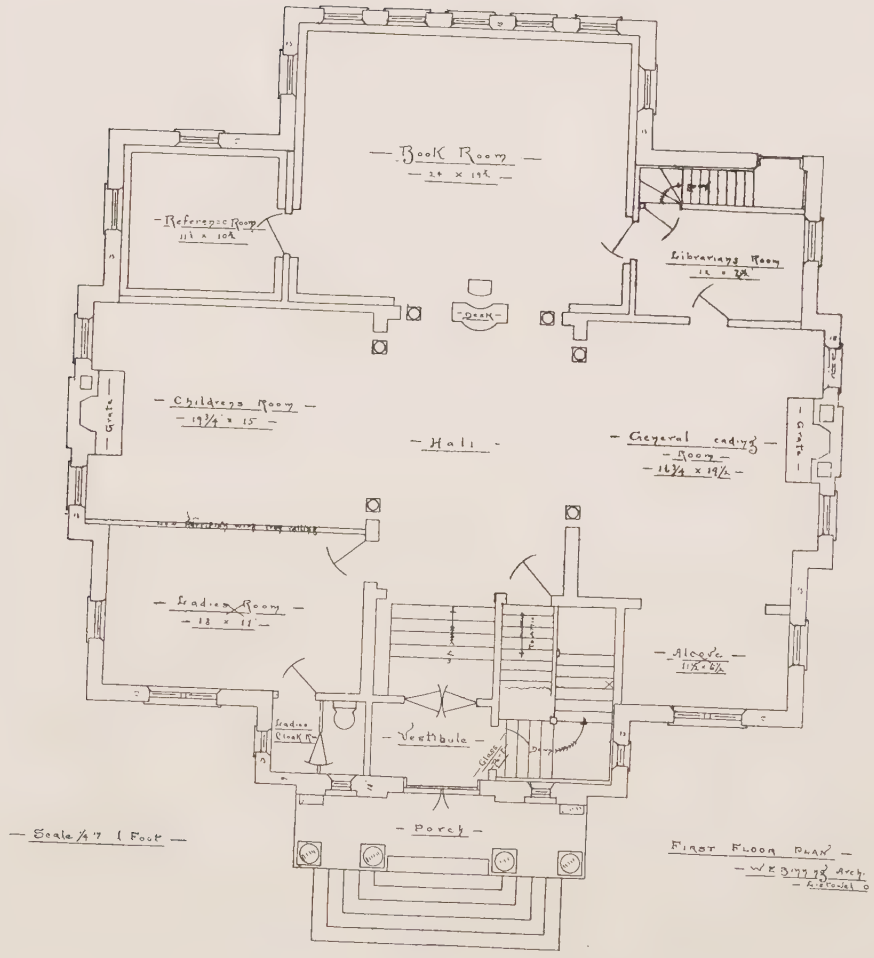
The members of the Library Board for 1908 were: John Hucks (Chairman); A. G. Campbell (Sec.-Treas.); Dr. Ball; J. A. Hall; C. E. Leppard; A. H. Lambert; and Mayor W. H. Jackson.

And for the year 1909, are: John Hucks (Chairman); A. G. Campbell (Sec.-Treas.); Mayor Jackson; A. H. Lambert; Thos Eakins; David Harper and E. H. Dewar.

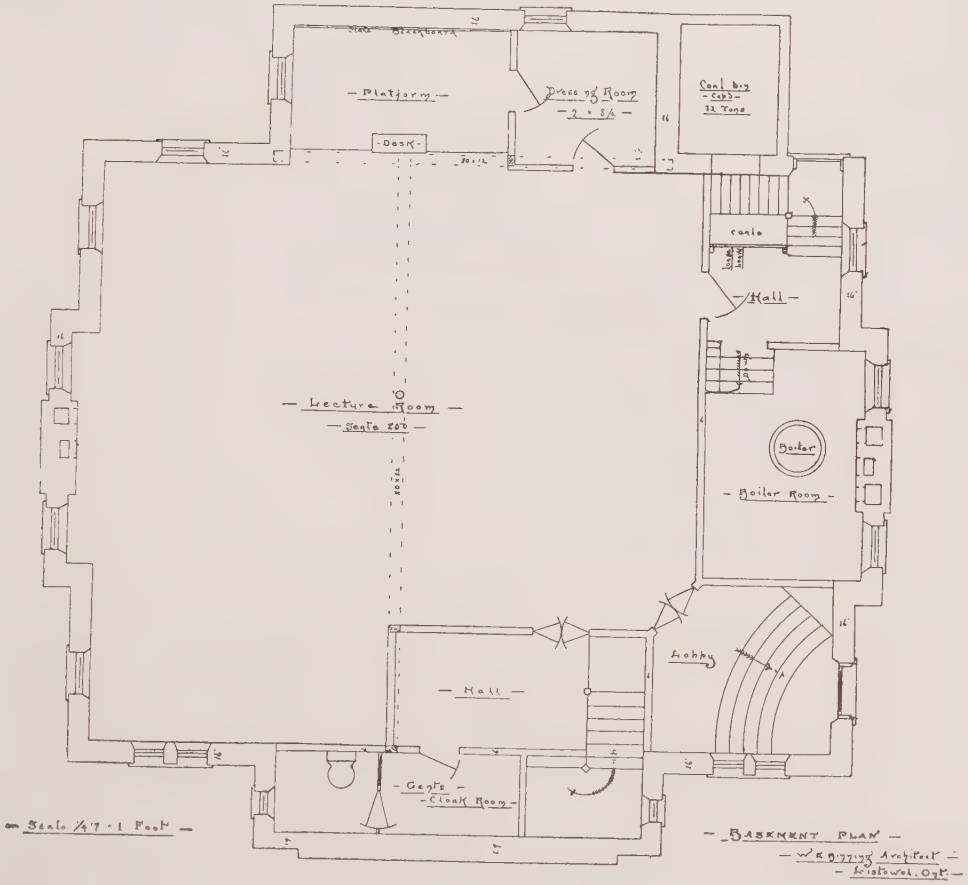
Librarian—Miss Jennie Smith.

Free access to books is permitted under supervision of Librarian, with an age limit of ten, but no strict rule drawn.

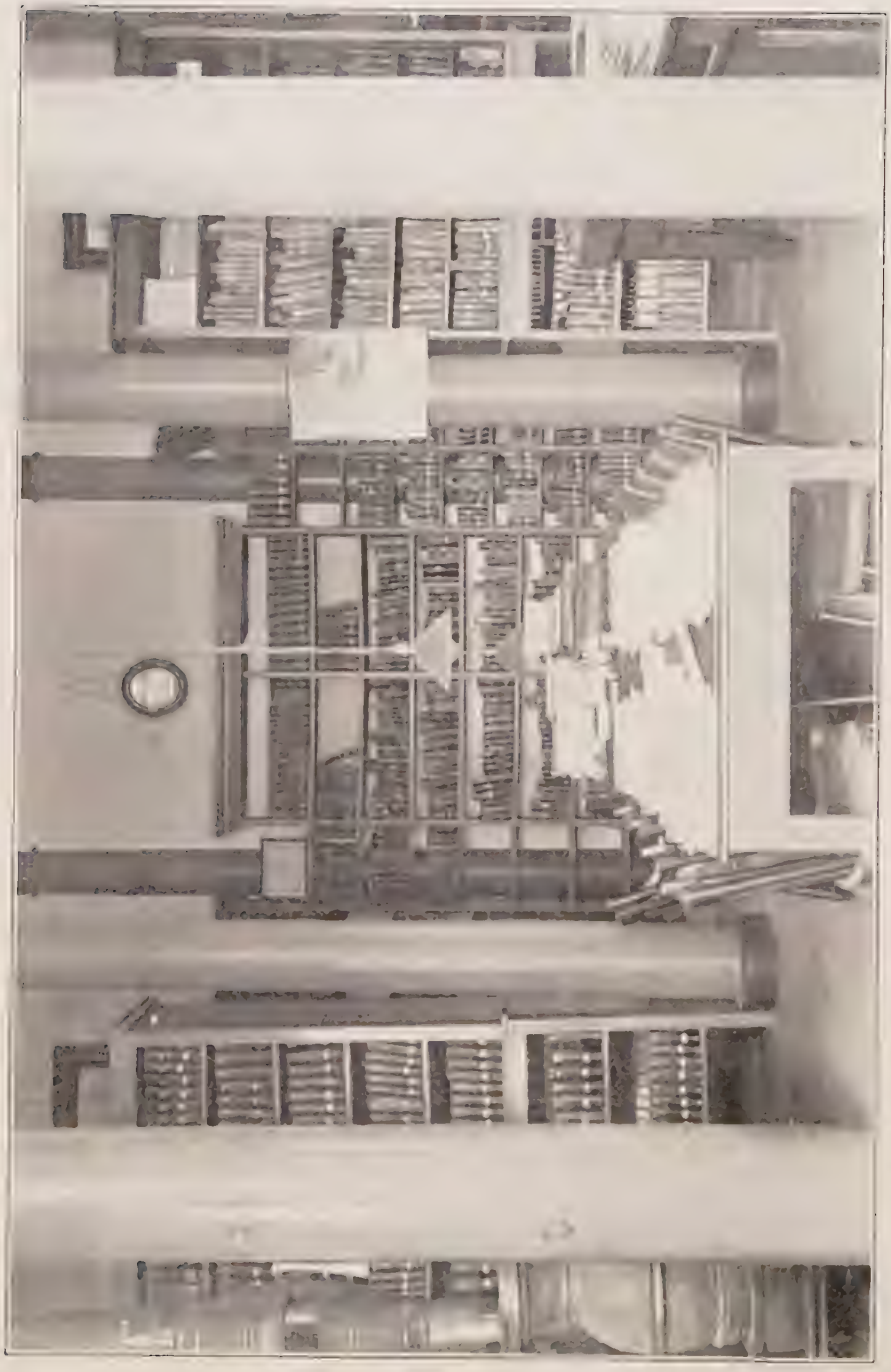
Up to the present time no recognized system of classification has been adopted, but books have all been re-classified under the following heads:—A—Art. B—Biography. C—Commercial. D—Domestic. E—Educational. F—Fiction. H—History. J—Juvenile. L—Literature. M—Miscellaneous. N—Nature. R—Religion. S—Science. T—Travel and Adventure. Z—Reference.



Harriston Public Library, first floor plan.



Harriston Public Library, basement plan.



Niagara Public Library. Interior view of the present Public Library, originally founded in 1800. The first library in Upper Canada.

Niagara Public Library.

The following interesting sketch has been prepared by Miss Janet Carnochan, a distinguished member of the Executive of the Ontario Library Association, who has laboured long and successfully in the cause of library development in Ontario. Miss Carnochan is widely known as the "unpaid official," having acted as Secretary of the Niagara Library for many years; prepared three of its catalogues; is on the book committee; is a censor of books, sometimes acting as librarian, and ever active in doing "all sorts of odds and ends" for the library to which she is devoted, and all without thought of remuneration. She has fought the battles of the Niagara Library in and out of season, and helped to raise money for it, finding full compensation "in the many pleasant hours spent within its walls and with its books; indeed, owing it a debt for the pleasures thus derived."

It would be a great thing for the library workers in Canada if more of the fraternity were animated with the same degree of energy and zeal as Miss Carnochan.

"This library was formed in 1848 as the Mechanic's Institute, the name given then to libraries, so that it has had a life of sixty-one years, but we like to trace it back fifty years farther to 1800, when the Niagara Library, the *first library in Upper Canada,* was formed by forty-one men called the 'proprietors.' In those early days it speaks well for the love of literature possessed by those who agreed to pay an annual fee of four dollars. The history of this first library has been traced till 1820, and as traces of a library in 1825 and again in 1832 are found, we hope still to show a continuous history of a library in this town. The catalogue of 1,000 volumes seems to us rather heavy reading, beginning with Blair's Sermons, afterwards enlivened with history and travel; not till number 45 does any poetry appear, and the first work of fiction is number 258.

"Our library of 1848 started with one hundred members. The first president was Hon. W. H. Dickson, but Judge Campbell held that position for ten years. The three to whom perhaps the library owes most for its success are Judge Campbell, Rev. W. H. Withrow, and our veteran literatteur, Mr. Kirby. It has had many vicissitudes, sometimes almost defunct, but always restored to vigour. In 1898 a jubilee gathering was held to celebrate the fiftieth anniversary, when, from the books of the different secretaries, the unique fact was shown that the president, Mr. Kirby, had held that position for twenty-five years, and had been a member for forty-nine years, while Mr. Paffard had held the office of treasurer for thirty-three years. The portraits of these two gentlemen were placed on the walls to accompany that of Judge Campbell. The vicissitudes of the library were described by the present secretary in 1902, in a paper read before the Ontario Library Association; sometimes struggling for existence, using various plans to prevent a deficit, concerts, lectures, excursions, at one time even a dance, on several occasions a subscription was taken up besides the regular fee, all in the laudable endeavour to keep out of debt. In 1871, Mr. Withrow did much to revive the library, for some years at a low ebb. Various rented rooms were used till 1896, when a permanent home was found in the Court House of massive stone. The market building attached was no longer used, and a lease was obtained on condition of fitting it up. It is lofty, airy, commodious, well-lighted, in a central spot, 30 x 50 feet, with massive pillars which give a fine classic air of Grecian architecture. Who would think that these marked the butchers' stalls of former days?

"The library now numbers considerably over 6,000 volumes, being especially rich in history, there being over 800 volumes. The fee is $1.50 yearly, and there

are 130 members. Over twenty of the best magazines are taken, British, United States and Canadian. Summer visitors are especially complimentary to our room and our choice of books. There is a good book committee of five, and the effort is as great to keep out objectionable books as to bring in suitable ones. There is *free access* to the shelves, and this privilege has not been abused, as very few books have been lost.

"Lectures were given by many noted men in the strenuous days of lectures. Many valuable books have been given at various times, and many books not generally found in the ordinary library may be consulted.

"The opening words of the register of the library of 1800, of which Andrew Heron, the editor of the *Gleaner* newspaper, was the organizer, may be quoted as a noble statement for those days in an early settlement.

"'Niagara Library, 8th June, 1800.

"'Sensible how much we are at a loss in this new and remote country for every kind of useful knowledge, and convinced that nothing would be of more use to diffuse knowledge amongst us and our offspring than a library, supported by subscription in this town, we whose names are hereunto subscribed hereby associate ourselves together for that purpose, and promise to pay annually a sum not exceeding four dollars, to be laid out on books, as agreed upon by a majority of votes at a yearly meeting to be held by us at this town on the 15th August annually, when everything respecting the library will be regulated by the majority of votes.'"

Ottawa Carnegie Library.

During the past year a number of changes and additions have been made to meet the ever-increasing demands of the public.

The capacity of the stack has been doubled, a Snead standard stack having been installed on the ground floor, and the old Hunter clutch bracket stack placed above it. The light grey enamel of the new stack has had the effect of brightening the stack room to a very material extent.

The reference collection having outgrown the capacity of the shelves in the reference room, three double oak stacks have been placed in the west end of the room, which practically doubles the former capacity while still leaving sufficient room for readers. Sloping shelves have also been placed above the old wall shelves, to take the Oxford Dictionary and other heavy reference books.

The two study rooms, on the reference floor, have been fitted with wall shelving. These rooms are designed to serve a double purpose: to meet the needs of students, who can take there a number of books for research work, and to accommodate special collections. One of them is being utilized as a special teachers' reference library, including text-books and supplementary reading bearing upon the work of the public and high schools of the city.

On the main floor special charging desks have been placed in the children's room and the open-shelf room. Both these departments are now self-contained. Books for home reading may be taken in each case without the necessity of going to the general delivery desk. The circulation and other records of the open-shelf room and the children's department are kept distinct.

The convenience of readers has been further increased by separating the children's catalogue from the main catalogue, and placing the cards in a separate cabinet outside the children's department. A separate catalogue has also been prepared for the reference department, and it has also been put in a cabinet outside

the reference room. In the main hall the card catalogue has been placed on shelves facing the delivery counter, and tables have been provided for the convenience of readers in consulting the catalogue.

Special efforts are being made to co-operate with the schools. Collections of books are sent from the library to the Collegiate Institute and several of the larger public schools. Negotiations are also on foot with the Separate School Board looking toward a similar arrangement. It is hoped that in time a complete system of small libraries will be installed in the public, separate and high schools of Ottawa through the public library. The librarian has issued a special teacher's card, entitling the holder to take ten books at a time and keep them for a month. This privilege applies to all teachers in Ottawa schools of every description, public and private, and also to the students in the Normal School.

Odessa Public Library.

The village of Odessa has about 700 inhabitants, and is justly proud of its small brick library, which is entirely free of debt.

The size of the building is 16½ x 40½ feet, and is heated by a coal stove.

On the first floor is the reading room, 20½ x 16½; a book room, 20 x 8; a small stack room and the librarian's living rooms.

On the second flat are the librarian's bedrooms. The cost of the building and site was donated by Mrs. George J. Ham (Margaret Breden Ham). The sum given was $1,200. The cost of furnishing, etc., was $200.00, which was raised by general subscription.

Members of the Library Board: Mrs. J. H. Gardiner, Mrs. A. Aylesworth, Mrs. (Dr.) James E. Mabee, Mrs. (Dr.) Hy. E. Day, Miss D. M. Wilson, Mr. J. H. Gardiner, Mr. James F. Dawson, Mr. Wm. Daugherty and Mr. S. W. Clark.

Librarian, Mr. John Denyes.

The Penetanguishene (Carnegie) Public Library.

The Penetanguishene Public Library, a cut of which appears on another page, is at the present time in course of construction. It is thoroughly modern in every respect, being built of Roman stone and buff-coloured pressed brick, the total cost being $14,000, $12,500 of which was donated by Mr. Carnegie. Within, it is so arranged that the whole floor can be seen by the librarian. There is a public reading room, a ladies' reading room, a board room and a cataloguing and secretary's room, besides the stack room. The latter is furnished with steel stacks and has accommodation for 10,000 volumes.

In the basement is a large assembly room for meetings of various kinds, besides smaller rooms for other purposes. Throughout, the building is heated by steam and lighted by electricity; the floors are of polished oak, with treads of cork matting. The other conveniences are complete.

The furniture, consisting of tables, chairs, wall-cases, revolving-cases, magazine and paper racks, is of polished oak, to match the woodwork.

On the whole, the library building is one of the best in the Province for its size and on account of its excellent location; being situated on an elevation, it presents not only a finished but commanding appearance.

The Secretary-Treasurer of the Library Board is Mr. R. D. Keefe, B.A., Principal of the Penetanguishene High School.

Wardsville Public Library.

The Wardsville Library Association and Mechanics' Institute was organized in 1876. The first Board consisted of Wm. Harper, E. T. Dufton, P. C. Campbell, Wm. Henderson, M. F. Barclay and four directors, F. B. Reilly, J. M. Tait, W. H. Sparling and J. McLean. In 1897 it was recognized as a *free* library. In 1906, owing to an epidemic of smallpox in the village, it was closed for seven months of the year. Much discussion arose in the Council of 1907 regarding the books, some of the Councillors going so far as to advocate their return to the Government. It was finally decided to appoint a Board of Management, consisting of women. They were handed over the books and the sum of $6.85, and given the annex of the Town Hall to be used for a library, at $2.00 per month.

Feeling keenly the need of a more commodious building, the Board at once set to work. A number of concerts were given, but still there was a lack of funds.

Finally an appeal was made to the Old Boys and Girls, which was promptly and generously responded to, and to-day we have a neat little building 28 x 18, a surplus of $30, and a membership of 140.

The present Library Board is the same as in 1907, and consists of the following: Miss E. Sheppard, president; Mrs. T. W. Dykes, secretary; Miss E. Campbell, treasurer; Mrs. A. Douglas, Miss B. Gardiner and Mrs. H. A. Wilson.

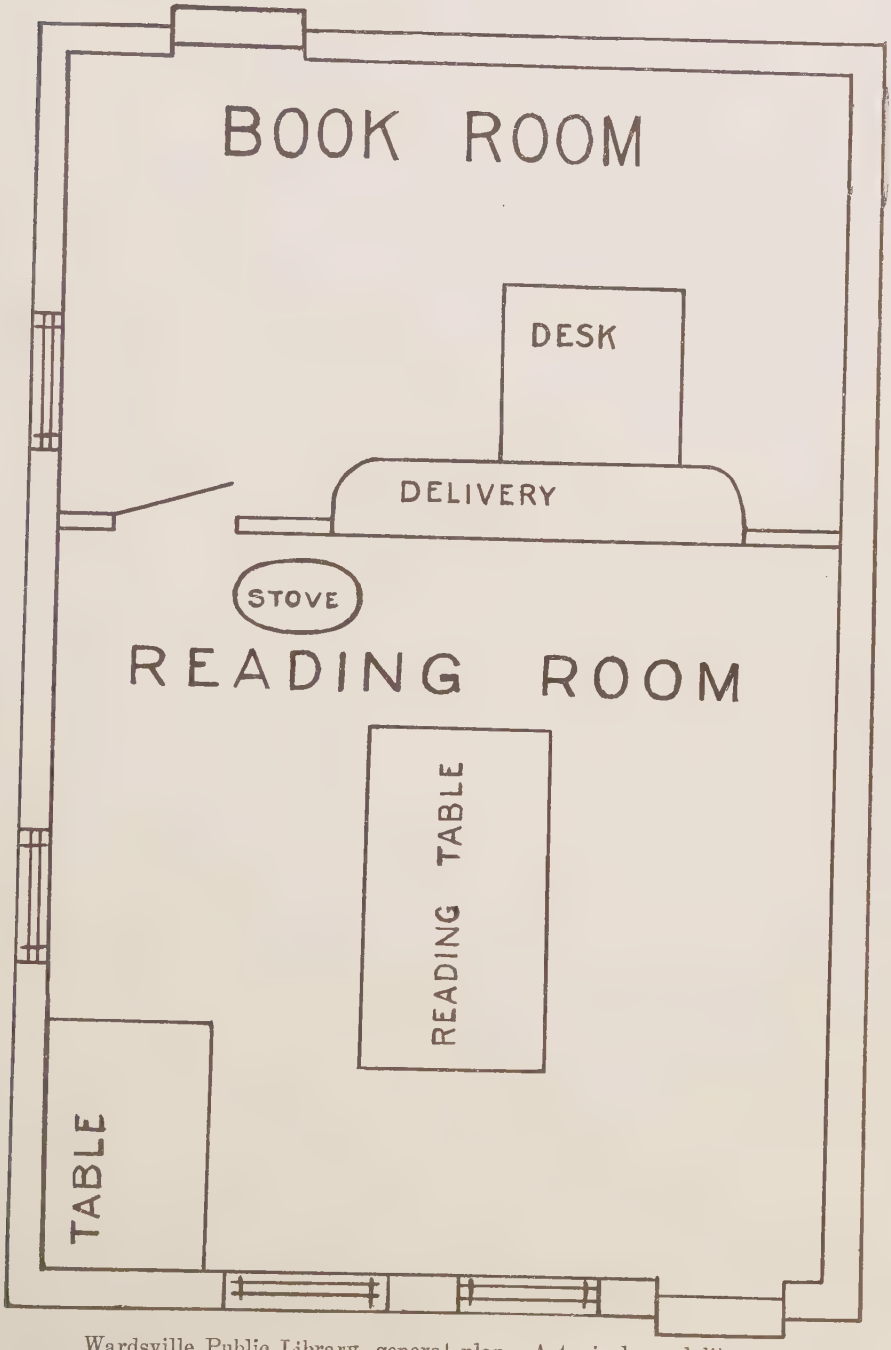
LITERARY AND SCIENTIFIC INSTITUTIONS, Etc.

The following Literary and Scientific Institutions, etc., having duly reported according to the requirements of the Act, have received the undermentioned grants.

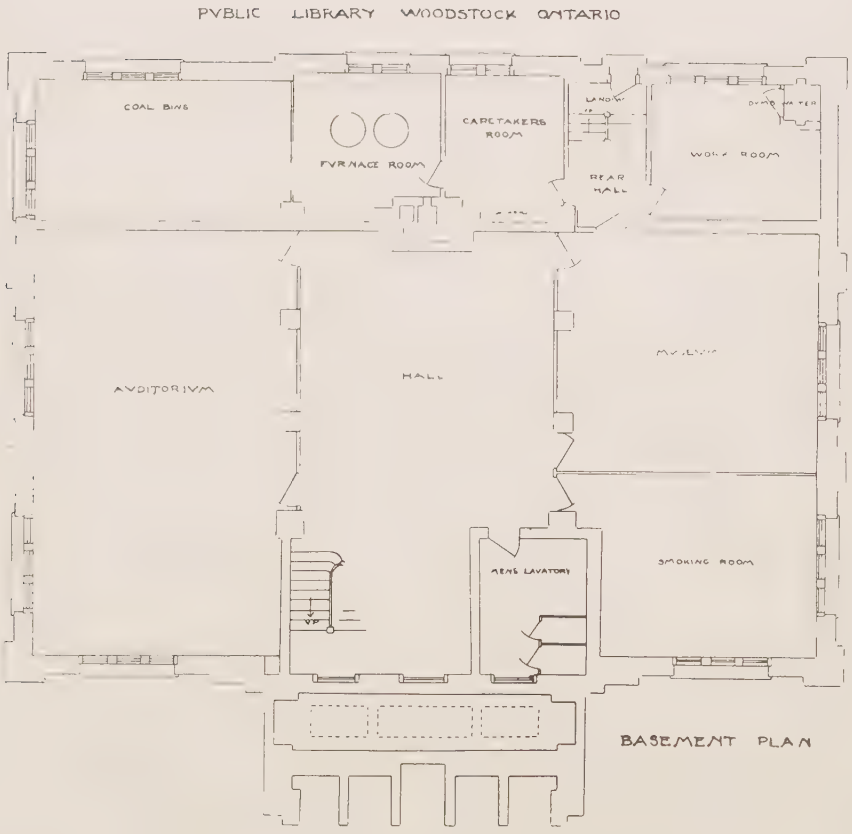
Name.	Amount of grant.	Page.
	$ c.	
Elgin Historical and Scientific Association	100 00	422
Essex Historical Society	100 00	422
Huron Institute	100 00	425
Lennox and Addington Historical Society	100 00	425
Lundy's Lane Historical Society	200 00	426
London and Middlesex Historical Society	100 00	427
Niagara Historical Society	200 00	427
Ontario Historical Society	1,000 00	428
Simcoe County Pioneer and Historical Society	100 00	429
Women's Canadian Historical Society of Ottawa	100 00	429
Women's Canadian Historical Society of Toronto	100 00	430
Women's Wentworth Historical Society	400 00	430
Hamilton Scientific Association	200 00	431
Ottawa Literary and Scientific Society	200 00	432
Canadian Institute	1,000 00	432
L'Institut Canadien Francais d'Ottawa	200 00	434
Ottawa Field Naturalists' Club	200 00	435
Wellington Field Naturalists' Club	100 00	436
Royal Astronomical Society, Toronto	600 00	437
Society of Chemical Industry	200 00	437
Ontario Library Association	200 00	358
Reading Camp Association	500 00	440
Canadian Free Library for the Blind, Markham	300 00	438
*Ontario Society of Artists	500 00	438
†Central Ontario School of Art and Industrial Design, Toronto	400 00	439
Hamilton Art School	400 00	440
St. Patrick's Literary Association of Ottawa	No report.	440

* In addition to the grant as stated, this Society received the sum of $800 for pictures purchased for the Department of Education museum.

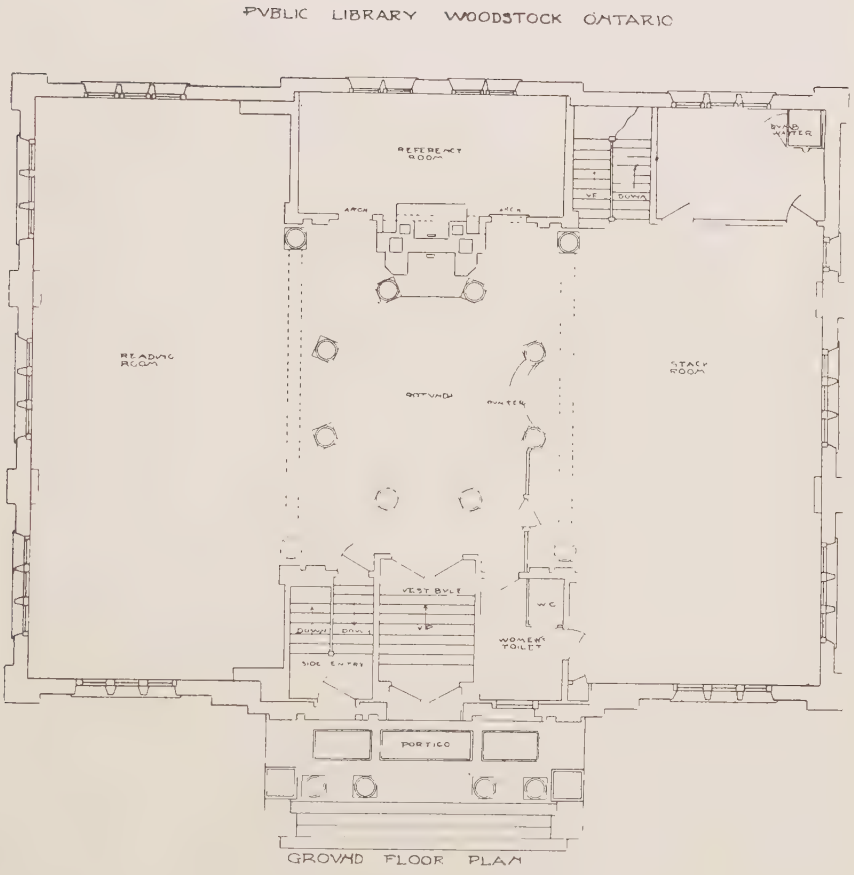
† In addition to the above grant a special grant of $2,000 was paid this school through the Inspector of Technical Education.



Wardsville Public Library, general plan. A typical rural library deserving encouragement.



Woodstock Public Library, basement plan.



Woodstock Public Library, ground floor plan.

Elgin Historical and Scientific Institute.

In addition to the annual meeting of the above Society, six regular meetings and one open meeting were also held.

The following papers or addresses were given during the year:

By the President—"Early History of Kettle Creek Down to the Beginning of Settlement."

At an open meeting in the Public Library Building a lecture on the Quebec Tercentenary, illustrated by slides.

"A Black Dog Story of Long Point."

By Judge Ermatinger—"Colonel John Bostwick and the Bostwick Family"; "A Detroit Incident of the War of 1812: The Judge and the General."

By Mrs. John A. Kains—"Glentanner and the Bannerman Family."

By Mr. W. H. March—"Under Eight Flags: Description of a Mediterranean Town."

By Mrs. J. H. Wilson—"Some Old Letters Written at Port Stanley During the Rebellion of 1837-8."

By E. W. Jennings, B.A.—"The Life and Work of Mrs. D'Arcy McGee."

The membership roll now numbers 92 men and 110 women. Twenty-seven men and five women—new members—were elected during the year.

The officers for the ensuing year are:

President—James H. Coyne, M.A., F.R.S.C.

Vice-President—Mrs. J. H. Wilson.

Secretary—Herbert S. Wegg.

Treasurer—W. H. Murch.

Curator—Mrs. H. Thomas Smith.

Editor—Judge Ermatinger.

Executive Council—Judge Cottes, Samuel Price, J. W. Stewart, Frank Hunt, K. W. McKay, Mrs. J. S. Robertson, Mrs. C. O. Ermatinger, Mrs. T. Duncombe, Mrs. St. Clair Leitch, and Honorary Secretary, Charles D. Oakes.

Essex Historical Society.

This Society, with headquarters at Windsor, held one public meeting and two committee meetings during the year. At one of these latter a resolution was passed calling the attention of the Government to the present condition of Fort Malden, at Amherstburg, urging that steps be taken for the reclamation of the Old Fort, the President reading a paper on Fort Malden, with a short description of the Town of Amherstburg, past and present.

Though the Society showed a balance on hand of $216, only $10.50 having been disbursed during the year, nothing appears to have been expended on the publishing of historical records.

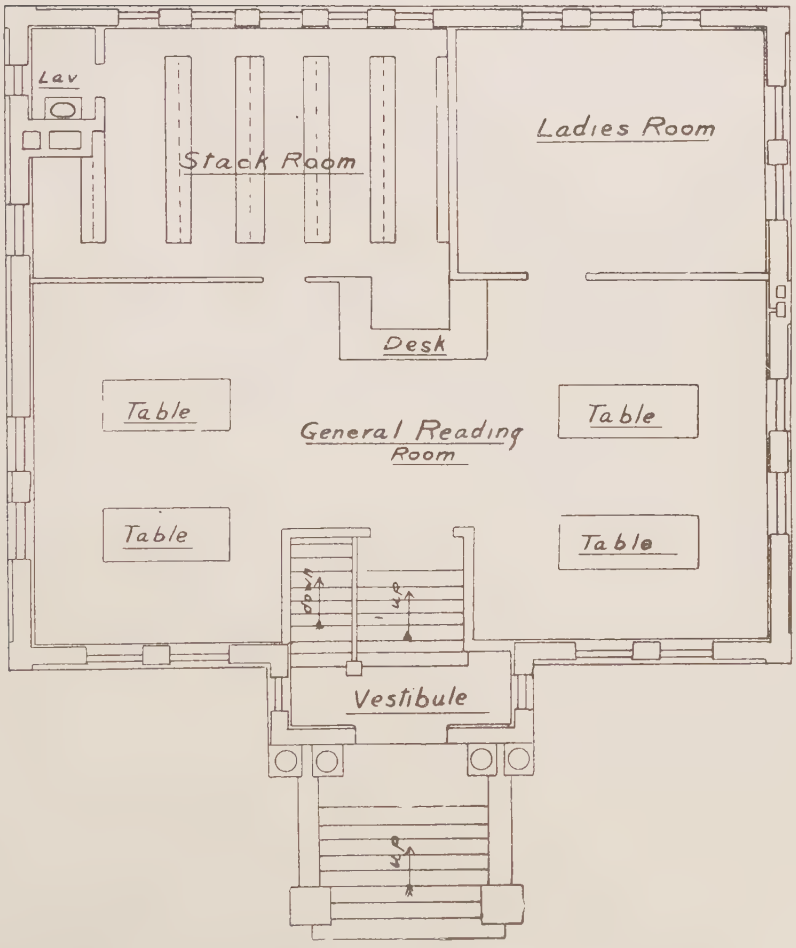
President—Francis Cleary.

Corresponding Secretary—Miss Jean Barr.

Secretary-Treasurer—A. J. E. Belleperche.

CARNEGIE PUBLIC LIBRARY

PORT ELGIN

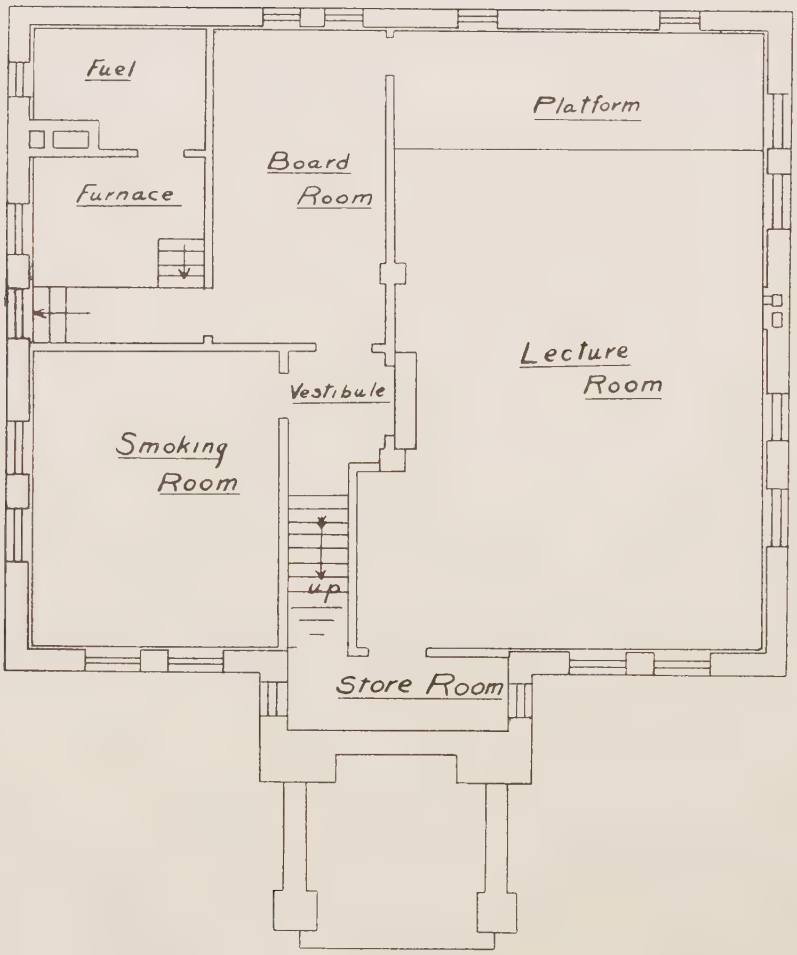


Main Floor Plan.

Port Elgin Public Library, Main Floor Plan.

CARNEGIE PUBLIC LIBRARY

PORT ELGIN



Basement Plan

Port Elgin Public Library, Basement Plan.

Huron Institute.

Seven regular and one meeting of the Executive were held during the year, the average attendance being forty, besides meetings of the committee.

Papers were read by the following:

"The Aborigines." Rev. D. V. Lucas.

"Early Navigation on the Upper Lakes, More Particularly that of Collingwood." David Williams.

"The Lessons from the Trees." P. L. Trout.

"A Trip Through Canada's Northland." E. L. Stewart, D.L.S.

During the summer the Special Exploration Committee, led by the President, Mr. John Lawrence, Mr. M. Gaviller, and Mr. James Morris, explored the eastern slope of the Blue Mountain, between Craigleith and Banda, hoping to locate the Mission of St. Jean, where the missionary, Charles Garnier, was massacred by the Iroquois. The committee also prepared a map showing the several sites located and the trails believed to have been travelled by the Petuns. The museum contains 3,600 articles, including a copy of the celebrated Sanson map of 1656 and early maps of the Collingwood region. Much credit for this work is due to Mr. James Morris, the Curator.

The first official publication, "Papers and Records No. 1," is now in the printer's hands. The officers for 1909 are as follows:

Patroness—Mrs. J. Lawrence.
Honorary President—F. T. Hodgson.
President—M. Gaviller, C.E.
First Vice-President—Miss F. A. Redmond.
Second Vice-President—E. R. Carpenter.
Secretary—David Williams.
Treasurer—A. H. Cuttle.
Curator—James Morris.
Past President—John Lawrence.

Lennox and Addington Historical Society.

This Society completed its second year of existence May 6th, 1909, when the annual meeting was held in Historical Hall, Napanee.

During the year seven open meetings were held, and the following papers and lectures read and given. While few papers on local history were presented, several were promised for the fall meetings.

October 30—"The Making of the Empire." By Prof. C. F. Lavell.

November 27—"Sir Walter Raleigh." By Prof. J. L. Morrison.

December 29—"Ottawa: Its Parliament and Some of the Customs and Habits." By E. W. Grange.

December 29—"The Heroines of Canadian History." By W. S. Herrington, K.C.

January 29—"Some Causes of the Present Discontent in India." By Alexander Laird.

February 12—"London in the Eighteenth Century." By Prof. J. L. Morrison.

March 19—England in the Days of King Alfred." By Prof. L. E. Horning.

April 15—"The Ice Age." By Prof. A. P. Coleman.

The grant of $100 from the Government was given upon the same understanding as has been reached in the case of all other historical societies in Ontario—that a fair portion of it should be devoted to publishing papers upon subjects of local interest. It is stated that a volume of records and papers will shortly be printed.

Donations of separate collections and articles of interest were received from 44 different persons, and others are promised.

The following are the officers of the Society:

Honorary Presidents—James Daly, Esq., Walter S. Herrington, K.C.

President—Clarence M. Warner.

Vice-President—Mrs. Alexander W. Grange.

Secretary-Treasurer—Ulysses J. Flach, Esq.

Committee—Mrs. H. T. Forward, Rev. A. Macdonald, Uriah Wilson, M.P., George S. Hawley, Esq., Fred Burrows, Esq.

Lundy's Lane Historical Society.

Owing to the removal of the Secretary-Treasurer of this Society, Mr. James Wilson, to the office of Park Superintendent of Toronto, the historical work carried on by the Society for the past twenty-two years was somewhat neglected.

The removal by death of the Rev. Canon Bull, M.A., who was instrumental in founding the Society in 1887 and who was its President and mainstay for many years, was a serious blow to the Society. Yet another source of great regret, to which allusion is made in the Secretary's report, is Colonel Cruickshank's departure from Niagara for Calgary. For many years this industrious president devoted much of his time and talents to the investigation of the military history of the Niagara Peninsula, the success of the society being largely due to his active co-operation.

The following list of the publications that have been issued by the Society since its organization shows the conspicuous services rendered by Colonel Cruikshank:

Title.	Date of Issue.	Pages.	Author
The Battle of Lundy's Lane	1889	46	Col. Cruikshank.
The Fight in the Beechwoods	1889	24	Col. Cruikshank.
Queenston Heights	1890	46	Col. Cruikshank.
Story of Laura Secord	1891	15	Mrs. Curzon.
Canada in Memoriam	1891	8	Mrs. Curzon.
The Servos Family	1891	12	Wm. Kirby, F.R.G.S.
A Loyal Sermon of 1814	1891	10	Rev. John Burns.
The Battle of Lundy's Lane (2nd ed.)	1891	46	Lieut.-Col. Cruikshank.
A Century Study of Upper Canada	1892	26	Rev. E. J. Fessenden.
Niagara 100 Years Ago	1892	38	Miss Carnochan.
Butler's Rangers	1893	114	Lieut.-Col. Cruikshank.
Fight in the Beechwoods (2nd ed.)	1895	34	Lieut.-Col. Cruikshank.
The Battle of Lundy's Lane (3rd ed.)	1895	50	Lieut.-Col. Cruikshank.
Drummond's Winter Campaign (2nd ed.)	1895	31	Lieut.-Col. Cruikshank.
Annals of Niagara	1896	270	Wm. Kirby, F.R.S.C.
Documentary History, Part I.	1896	216	Lieut.-Col. Cruikshank.
Documentary History, Part II.	1897	300	Lieut.-Col. Cruikshank.
The Story of Laura Secord (2nd ed.)	1898	16	Mrs. Curson.
Documentary History, Part III.	1899	328	Lieut.-Col. Cruikshank.
Drummond's Winter Campaign (2nd ed.)	1900	30	Lieut.-Col. Cruikshank.
Documentary History, Part IV.	1900	367	Lieut.-Col. Cruikshank.
Documentary History, Part V.	1902	326	Lieut.-Col. Cruikshank.
Battle of Queenston Heights (3rd ed.)	1904	46	Lieut.-Col. Cruikshank.
Documentary History, Part VI.	1904	355	Lieut.-Col. Cruikshank.
The Siege of Fort Erie	1905	52	Lieut.-Col. Cruikshank.
Documentary History, Part VII.	1906	280	Lieut.-Col. Cruikshank.
Documentary History, Part VIII.	1907	280	Lieut.-Col. Cruikshank.
Documentary History, Part IX.	1909	400	Lieut.-Col. Cruikshank.
Total		3776	

The total cost of these publications, borne by the Society, embracing 3,766 pages, amounts to $4,140. The Society has been engaged in other laudable work. It was instrumental in according Christian burial, with imposing military ceremonial, to the remains of officers and men who fell and were buried in the trenches at Lundy's Lane. It was instrumental in securing the erection of a suitable memorial by the Dominion Government in honour of those who fell at the same battle, and a mausoleum for the disturbed remains. It has also aided the efforts of the Ontario Women's Historical Society in providing a memorial for Laura Secord, the famous heroine of 1812, and has also erected a cairn, with a memorial tablet, at Queenston Heights to commemorate the stirring events which centred around "the one gun battery."

London and Middlesex Historical Society.

The regular meetings of this Society, which was organized in 1901, were held on the third Tuesday of every month from October to May, inclusive. The papers read at these meetings were as follows:

"Imperial Regiments in London in the Forties." By Mr. Thomas Champion.
"Anglican Indian Missions in the Diocese of Huron." By Mrs. W. H. Tilley.
"Opening of the Great Western Railway." By Miss Augusta J. G. Gilkinson.
"The Postal Service of Canada." By. Dr. A. T. Campbell.
"Early Land Grants in Canada." By Mr. Fred Landon, B.A.
"An Ojibway Village." By Mr. Andrew Stevenson, B.A.
"The Caradoc Academy." By Rev. John Morrison.
"Pioneer Life in Nissouri Township." By its Ex-Reeve, Mr. I. B. Fram.

Another number of the "Proceedings" of the Society, published during the year, is stated to have contained papers on "The History of London (Ont.) Street Names," by Miss Harriet Priddis; "The Opening of the Great Western Railway," by Miss A. J. G. Gilkinson, and the "Caradoc Academy," by the Rev. Mr. Morrison. No copy of this publication was sent to this office.

The number of members is not given, but in the financial statement $48.50 is given as receipts of fees from that source, with a total credit balance of $173.96.

Officers for the year 1908-9:

Honorary President—Hon. Sir John Carling.
President—Henry Macklin.
First Vice-President—Mr. Frank Lawson.
Second Vice-President—Mrs. Breckenden.
Corresponding Secretary—C. B. Edwards.
Recording Secretary—Florence A. Mitchell.
Treasurer—J. Dearness, M.A.
Auditors—J. Pearce and A. Fraser.
Executive Committee—Miss Macklin, J. Dearness, J. Pearce, C. T. Campbell, M.D., A. Fraser, Miss Priddis, Dr. Woolverton, Miss Canmel, Mrs. Brickenden, Mrs. Graham.

Niagara Historical Society.

Seven regular meetings of this most active Society were held during the year, and the following papers were read:

"Extracts from the Diary of Mr. Gilkinson, Ship-builder, Niagara, 1835-39." Miss Gilkinson, of Brantford.

"Soldier Pensioners of Niagara." Miss Creed.
"Kingston and Niagara: Resemblances and Contrasts." Miss Janet Carnochan.
"Reminiscences of Queenston." Miss Joanna E. Wood.
"History of Some Words We Use." Rev. Father Bench.
"Some Impressions of My European Trip." Miss J. Wood.

During the year many articles were added to the contents of the room. About 900 visitors recorded their names, and over 700 pamphlets were circulated. Over 500 copies of the report containing a full account of the formal opening of the building by the Lieutenant-Governor, Sir Mortimer Clarke, were printed and distributed. In September the annual visit was paid to the graveyards of the vicinity, among which notably was Butler's graveyard, "still unfenced." About twenty new members were added to the list. Satisfactory progress is being made in completing the catalogue. The editions of publications Nos. 7 and 10 were exhausted. The Society has sustained its reputation for extending information and giving all kinds of assistance in its power upon application. A photograph of Brock's cocked hat, for reproduction in colour in Nursey's *Story of Isaac Brock,* and other photographs, were loaned by Miss Carnochan. Owing to the kindness of sympathetic contributors the indebtedness on account of Memorial Hall was reduced to $85.

The officers for 1908-1909 are as follows:
President—Miss Carnochan.
Vice-President—Rev. J. C. Garrett.
Secretary—Alfred Ball.
Assistant Secretary—John Eckersley.
Treasurer—Miss W. B. Servos.
Curator and Editor—Miss Carnochan.

The Ontario Historical Society.

The annual meeting was held in London, September 10th and 11th, 1908.

The reports of the affiliated societies were read by the representative delegates attending, and affiliation of the Lennox and Addington Historical Society, of Napanee, and the Tecumseh Society, of Thamesville, were reported, and the receipt of an application from the Brant County Historical Society.

The Secretary stated that during the ten years of its existence eight annual reports and eight volumes of papers and records had been published, a complete list of which appears in Volume VIII. Since 1898 the organization of twenty additional societies was also reported, and the interesting fact that 32 historical societies had affiliated since 1869.

Council meetings were held on October 11th, 1907, and March 31st, 1908.

At the annual meeting the resignation of the Treasurer, Mr. Frank Yeigh, was accepted, with regret.

The President, Mr. F. B. Cumberland, delivered a most interesting and instructive address, in which the growth of the parent society and the work of the county historical societies were described at length; and, to emphasize the inestimable value of persistent historic research, the story of the recent discovery of the remains of Verendrye and his companions, through the energies of the priests of St. Boniface College, Manitoba, was recounted. Attention was drawn to the efforts of the Society in urging upon the Royal Society the setting apart and restoration of Fort Malden, Fort Erie, and Fort York, and the fight in which the Council had been constantly engaged in defending attacks upon the site of old Fort York, at

Toronto, by persons interested in constructing a street railway through the fort.

The papers read at the annual meeting were as follows:

"The Beginnings of London." Dr. C. T. Campbell.

"The Highland Pioneers of Middlesex." Mr. H. McColl.

"The London Court House: A Model of Malahide Castle." Judge Ermatinger.

"Thamesville and the Battle of Moraviantown." Mrs. Kathleen B. Coutts.

"History of Fort Malden." Mr. Francis Cleary.

"Pioneers of Middlesex." Mr. Thomas E. Champion.

The receipts of the Society for the year ending June 30th, 1908, amounted to $965.18, all of which was expended.

The following officers were elected:

Honorary President—Hon. Dr. R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education, Toronto.

Past Presidents—James H. Coyne, M.A., F.R.S.C., St. Thomas; C. C. James, M.A., F.R.S.C., Toronto; George R. Patullo, Woodstock; Lieut.-Col. H. R. Rogers, Peterborough.

President—Barlow Cumberland, M.A., "Dunain," Port Hope.

First Vice-President—Lieut.-Col. E. Cruikshank, F.R.S.C., Ottawa.

Second Vice-President—David Williams, Collingwood.

Ex-Officio Vice-Presidents—Presidents of all affiliated societies.

Secretary—To be appointed by Council.

Treasurer—W. A. McLean, Toronto.

Simcoe County Pioneer and Historical Society.

Appreciating its responsibilities and the conditions attaching to the Government grant, the Simcoe Society has published the second of its series of "Pioneer Papers." This pamphlet is entitled "Memories of a Pioneer," by the Rev. Thomas Williams, and covers the story of the North Simcoe County from the early days, even preceding the War of 1812, up to 1890. These interesting sketches of pioneer life first appeared in the form of letters in the *Orillia Packet*. The Society has its third paper in preparation.

The officers for 1909-10 are as follows:

President—Judge J. A. Ardagh.

Vice-Presidents—Ex-Judge W. F. A. Boys, Mr. G. H. Hale.

Secretary—A. F. Hunter, Barrie.

Executive Committee—Lieut.-Col. W. E. O'Brien, John Rogerson, and John L. Warnica.

Total membership of Society, 38, five new members being elected in 1909.

Women's Canadian Historical Society of Ottawa.

Sixteen meetings of the above Society were held during the season of 1908-9. Ten of these were executive and six general. At the latter the following papers were read:

"On the Quebec Tercentenary," by Miss Eva Read.

"On the Welland Canal," by Mrs. Arthur Matheson.

"On the Chambly Canal," by Mrs. T. P. Foran.

"The First Three Years of British Rule in Canada," by Mrs Jeffers Graham.

"Queenston Heights," by Mrs. Thomas Ahearn.

"The Battleground of Chateauguay," by Madame Lelievre.

A feature of the proceedings of the Society was the study of Canadian history, arrangements being made that at each general meeting one member should give a synopsis of events during that period. These were presented severally by Mrs. D. H. McLean, Mrs. Bayley and Miss Cluff.

The work of the Society, it would appear, has been steadily advancing. The "papers" read before the Society for the first two years of its existence only have been printed. The final year of the first decade of its existence demonstrates that much has been accomplished and which, in the words of the Secretary, "will be fruitful with good *pro cara patria.*" Twenty-seven papers have been prepared and read by its members since 1901.

A grant of $100 was voted by the Legislature to help to defray the cost of publishing the transactions of the Society. C. E. Billings is Honorary Secretary.

Women's Canadian Historical Society of Toronto.

In the Secretary's report for 1907-8, though it is stated that "not much original work has been done or great advances made in any of the undertakings or ambitions of the Society," the regular monthly meetings were held and the following papers submitted:

"A History of the Old Fort at Toronto," by Mrs. Gordon Mackenzie and Miss vander Smissen.

"A Short History of the Church and Shrine of St. Anne de Beaupre," by Mrs. Forsyth Grant.

"An Account of the Organization and Work of the National Council of Women," by Miss H. M. Hill.

"History of the Island of Anticosti," by Mons. Paul Ballard. Translated and read by Lady Edgar.

"Sir Peregrine Maitland," by Mrs. Gordon Mackenzie.

"St. Helen's Isle," by Miss FitzGibbon.

"The History of the Ogden Family," by Miss Breda Ogden.

"A Life Sketch of Sir George Grey," by Mrs. S. G. Wood.

The death of Mrs. John A. Paterson, the First Vice-President, who had done much to augment the Queen Victoria Memorial Hall Fund, was touchingly referred to by Miss FitzGibbon, Acting Secretary. The total amount of this fund was stated to be $3,944.88 on Nov. 16, 1908.

The officers for 1908-1909 are as follows:

President—Mrs. Forsyth Grant.
First Vice-President—Mrs. Gordon Mackenzie.
Second Vice-President—Miss H. M. Hill.
Treasurer—Mrs. Stupart.
Recording Secretary—Miss Breda Ogden.
Corresponding Secretary—Miss FitzGibbon.

Women's Wentworth Historical Society.

The attention of the Society was largely taken up in planning for the erection of a suitable monument to commemorate the Battle of Stoney Creek and the memory of the veterans who fell in the defence of their country on June 6th, 1813, an event which meant so much to Canada and the Empire.

Lord Roberts, who was to have turned the first sod at Stoney Creek on August 6th, 1908, was prevented by illness. Plans for a monument prepared by Mr.

Rastrick were accepted. The Women's Wentworth Historical Society, the Wentworth Historical Society, and the County of Wentworth Veterans' Association agreed to raise $1,500 to erect a monument upon Smith's Knoll, where a number of the dead are buried, and $10,000 to erect a monument upon the site of the Women's Wentworth Historical Society, and that the Government grant of $5,000 be set apart for the latter purpose. Sixty parties were held at the battlefield during the year. With 24 new names, the membership now numbers 161.

The officers were all re-elected by acclamation, and are:
President—Mrs. John Calder.
First Vice-President—Mrs. John S. Hendrie.
Second Vice-President—Mrs. R. R. Waddell.
Third Vice-President—Mrs. John M. Gibson.
Fourth Vice President—Mrs. John Crerar.
Fifth Vice-President—Mrs. Thomas W. Watkins.
Secretary—Mrs. Bertie Smith.
Treasurer—Miss Gartshore.
Historian—Miss Nisbet.
Delegates to Local Council of Women—Mrs. Bertie Smith, Miss Hendrie and Miss Nisbet.

Hamilton Scientific Association.

During the year ending May 14, 1909, twelve meetings of the General Association were held and twenty-four meetings of sections.

The following papers were read and discussed:

Inaugural address: "What Applied Science Has Done for the Farm." President A. Alexander, F.S.Sc.
"Microscopic Life—Diatoms." Mr. H. B. Whitton, Sr.
"Some Notes on the Fiji Islands." Lyman Lee, B.A.
"Some Scientific Problems in Education." S. A. Morgan, B.Pæd.
"Local Flora." Mr. J. M. Dickson.
"Notes on the Late Collecting Season." Colonel C. C. Grant.
"The Battle of the Forest." Prof. B. E. Fernow.
"Buried Cities." Mr. Vincent Lightheart.
"Recent Investigations of the Thought Process." Prof. A. H. Abbott.
"Francis of Assisi." E. Kylie, B.A.
"Hugo De Vrie's Theory of Mutations." E. Morrison, B.A.
"Some Remarkable Comets." G. Parry Jenkins, F.R.A.S.
"Science and Theology." Colonel C. C. Grant.
"Australia." Lyman Lee, B.A.
"Serpent Worship." Rev. W. Delos Smith.
"Science and Theology (continued)." Colonel C. C. Grant.
"Great Achievements in Bridge Building." C. R. Young, B.A., Sc.
"Civic Improvement." Prof. L. H. Hutt.
"Haeckel: His Life, Work and Companions." Mr. H. B. Witton.

Considerable progress has been made by the Geological Section, a large number of specimens being sent to many parts of the world, some of which were new to science. Fossil sponges, sponge sections, graptolites, fucoids and bryozoons have

been added to the Association Museum. The Camera Section has showed great activity, the summer afternoon outings proving a great success. Weekly meetings of the Philological Section aroused much interest. The Museum is open to the public every Saturday afternoon.

The following are the officers for the year:

Honorary President—Adam Brown.
President—Lyman Lee, B.A.
First Vice-President—G. Parry Jenkins, F.R.A.S.
Second Vice-President—J. F. Ballard.
Corresponding Secretary—W. A. Child, M.A.
Treasurer—T. L. Scriven.
Curator—Col. C. C. Grant.
Present membership 236.

Ottawa Literary and Scientific Society.

During the year ending May, 1909, there were six sessions of the Council of the above Society held.

The reading room is stated to have been well supplied with current literature, the sum of $241 having been expended on "publications" and $55.98 on "books and binding." Forty-four new books were purchased and 2,465 volumes issued to members. A handsome donation of $250, the gift of Mr. John Manuel, is recorded.

The lecture course of the Society was amalgamated, experimentally, last winter with a general one, provided by the different literary societies of the city. The united programme was as follows:

October 30th, 1908—"Some Recent Advances in Political Science." Prof. J. C. McLennan, University of Toronto (Toronto University Club).

November 13th—"Venetian Painters." Dean Lavell, Queen's University (the Women's Art Association).

November 27th—"Dean Swift and His Times." Dr. John Francis Waters (the Normal School).

December 11th—"Water and Disease." Dr. A. P. Knight, Queen's University (Field Naturalists' Club).

January 8th, 1909—"The Supernatural in Literature." Prof. Morison, Queen's University (Queen's University Club).

January 22nd—"Around the Great Lakes During the Seventeenth Century." Mr. Benjamin Saulte, F.R.S.C. (the Women's Historical Association).

February 19th—Dr. Adami, McGill University. "Dickens." Sir Louis Davis. "Scottish Bards." Dr. Foran. "Call of the Land." Dr. Robertson.

March 11th—"Electron Theory of Matter." Prof. Barnes, McGill University.

April 1st—"Maps and Map-making in Canada." J. White, F.R.G.S. "Conservation of National Resources." Prof. Shortt.

A slight decrease in membership is recorded, 13 members having withdrawn and but two new ones elected.

Canadian Institute.

The report of the Canadian Institute for the year 1908-9 shows that at the eighteen meetings held eighteen papers were read and six presented by title. These were as follows:

"Human Evolution and Human Disease." The President.

"Economic Aspects of the Russian Revolution." Prof. Mavor.

"Modern Methods of Wheat Breeding." Dr. C. E. Saunders.
"A Story of a Franklin Search Expedition." J. B. Tyrrell.
"Forest Management on the Biltmore Estate." Dr. C. D. Howe.
"Mendæan Inheritance with Relation to Man." Dr. J. P. McMurrich.
"Forestry on Waste Lands of Older Ontario." E. J. Zavitz.
"Nigeria: Its Country and Its People." Dr. J. H. Elliott.
"A Cycle of Interesting Astronomical Facts." A. Elvins.
Darwin anniversary. Addresses.
"Archaeology as a Science and as a Study." Dr. N. De Witt.
"The Tooth of Time." Prof. A. P. Coleman.
"Earthquakes and Changes of Level." Prof. A. P. Coleman.
"A Flint Hunt Into the Sahara." C. T. Currelly.
"Surface Tension." Prof. F. B. Kenrick.
"Modern Methods of Sewage Treatment." T. Aird Murray.
"The Settlement of Northern Ontario." T. Southworth.
'Summer Station Work in Canada." Prof. Macallum, Prof. McMurrich, Dr. Huntsman.
"Notes on the Ophiurian Genus Protaster." Prof. W. A. Parkes (by title).
"Distribution of the Fats, Chloride, Phosphates, Potassium and Iron in Striated Muscle." Miss M. L. Menten, B.A., M.D. (by title).
"Geology of the Lake Wendigoken Region." E. S. Moore, M.A. (by title).
"The Geological Connection of the Caribean Region." R. J. Lechmere Guppy (by title).
"The Crystallization of Erythrite from Cobalt." W. T. Green, M.A. (by title).
"On the Origin of the Canadian Apatites." W. H. McNairn, M.A. (by title).

The Report of the Biological Section.

The Biological Section of the Canadian Institute submits the following report of the work done during the season of 1908-1909.

The session held nine general meetings, at which the following lectures and papers were given:

"The Evolution of the Science of Plant Breeding." The President.
"Natural History Notes of a Trip to England." J. B. Williams, F.Z.S.
"Notes on Structure Habits of Orchids." J. H. White, M.A.
"Insect Galls of Ontario." T. D. Jarvis, B.S.A.
"Some Recent Work of Importance in Economic Entomology." Rev. C. J. S. Bethune, M.A., D.C.L.
Exhibition of specimens.
"Fresh Water Polyzoa." Dr. E. M. Walker.
"The Work of the United States Forest Service." Dr. C. D. Howe.
"Evolution, Progressive or Experimental." S. Dillon-Mills.

The membership roll places the life members at 16, honorary members 4, ordinary 101, associate 58, non-resident 10, junior 4, a total of 193.

The Treasurer's report places the total expenditure at $2,208.36. Of this $495.60 is for "printing transactions," $63.70 for magazines, and $300 for binding. There is nothing to show any expenditure on account of books, but the question of a stack for the library is under consideration. An exchange of publications with 561 learned societies is noted, from which 2,377 transactions and proceedings were received. The number of volumes and periodicals bound was 946, and the Institute received 142 donations.

The officers and members for the present season are:

President—Dr. J. H. Faull.

Vice-President—Mr. S. Dillon-Mills.

Treasurer—Mr. John H. Young.

Secretary—Mr. L. Boyer Brown.

Curator—Mr. J. B. Williams.

Council—Dr. A. R. Abbott, Mr. W. H. Blizzard, Mr. A. Laughlin, Mr. W. B. Tindall.

L'Institut Canadien Francais d'Ottawa.

The report of the proceedings of L'Institut Canadien Francais and the review of its functions, social and literary, is both interesting and unique. It is regrettable, however, that the financial statement for the year 1907-8 should show a deficit of $125.82. A credit balance of $11.48 from the previous year is not entered. Of this deficit the sum of $15.40 represents the difference between $197.78 expended on an "oyster banquet" and $182.30 contributed for the feast by the members. This style of allurement may have been necessary to sustain the interest of the members, the fees paid by whom reached only $120, as compared with $162 collected the previous year. In possible explanation of this somewhat costly function, it may be well to quote the words of the industrious and well-informed Secretary, who writes that "to this banquet we always invite each year the connoisseurs of literature, of science, and of—oysters, at which what animation and heartiness is present and how much all the guests of different nationalities there represented fraternize with each other."

I refrain from marring the picture so admirably drawn by Mr. Genest by further comment, so will pass from the story of the love-feast and the passing of the aphrodisiac oyster to the most important event of the year—"the formation of a new literary club, * * * with 98 members, all zealous adepts, of whom 38 are ladies." It is claimed that in the creation of this subsidiary club the Institut "merited its device 'Labour and Concord,'" and much credit is due the Abbe Le Bel, the distinguished professor who conducts the courses of lectures. Twenty of these were devoted to psychological subjects.

1. "The Common Mind. The Scientific Mind. The Philosophical Mind."
2. "What is Psychology? Physical Phenomena, Physiology, Psychology."
3. "The Psychological Conscience. Our Three Faculties: Sensibility, Intelligence, Will."
4. "Affective Life: Sensibility, Pleasure, and Pain."
5. "Sensations and Sentiment."
6. "Inclinations and Passions."
7. "Intellectual Life. The Intelligence. The Functions of Acquisition, of Preservation, of Elaboration."
8. "Function of Acquisition. Exterior Perception."
9. "Functions of Preservation. Memory: Preservation, Recalling, Gratitude, Localization, Remembrance, and Reminiscence."
10. "Imagination Created or Reproduced Again."
11. "The Association of Ideas."
12. "The Functions of Elaboration. The Attention, Abstraction, Generalization."
13. "The Judgment."
14. "Reasoning, Induction, Deduction."

15. "The Principal Directors of Knowledge of Reason."
16. "Active Life: Instinct."
17. "Custom."
18. "Will."
19. "Character."
20. "Liberty."

Appendix to Psychology.

21. "Language."
22. "Aesthetics: The Sentiment of Aesthetics, Refined Nature, Art."
23. "Physical and Moral Relations: Sleep, Dreams, Somnambulism, Hallucination, Lunacy, Hypnotism, Alcoholism."

At the literary conferences on Sundays the following subjects were considered: "The French Literature of the Middle Ages" and "The Rationalism of Morals." The conference also dealt with the:

1. "The French Language: Its Origin, its Formation, its Successive Developments."
2. "Heroic Poems: Roland."
3. "The Romances of the Round Table: The Chevalier and the Lion."
4. "The Theatre: Miracles, Mysteries, Farces, Pathelin."
5. "History: Its Origin. Villehardenin, Joinville."
6. "Courses in History: Froissart, Comines."

Philosophical Conferences.

1. "Can Morality Surpass Religion?"
2. "Can Morality Surpass Liberty?"
3. "Can Morality Surpass Responsibility?"
4. "Can Morality Surpass Sanction?"
5. "Morality and Science."
6. "Morality and Catholicism."

The Institut, now in its fifty-seventh year, possesses a spacious lecture hall, where members have the privilege of consulting the best journals and reviews in English and French, home and foreign.

The officers for the year 1908-9 are as follows:

Patron—His Grace Archbishop Duhamel, Ottawa.
Honourable President—The Right Honourable Sir Wilfrid Laurier, Prime Minister of Canada.
President—A. T. Genest, C.E.
Vice-President—Francis J. Audet.
Secretary and Archivist—J. M. Lalonde.
Secretary Corresponding—Bernardin Boutet.
Treasurer—J. E. Martin.
Librarian—J. A. Cautin.
Dramatic Director—Chevalier F. R. E. Campeau.
Musical Director—A. N. Lafontaine.
Director of the Course—G. Matte.

Ottawa Field Naturalists' Club.

According to the annual report of this energetic organization, the most important works of the year were the weekly excursions held during the spring

and fall months, at which from 20 to 250 and 300 persons were present. These comprised various groups for the study of botany, geology, and bird and insect life. Later in the day the "catch" was exhibited and addresses given. On rainy days the club met alternately at the Seed Division, the Fisheries Museum, and the Geological Survey.

The spring programme was as follows:

April 25th—Rockcliffe.
May 2nd—Beechwood.
May 9th—Queen's Park, Aylmer.
May 16th—Beaver Meadow.
May 23rd—Cronsides' and Wright's Island.
May 30th—Cumberland (general excursion).
June 6th—Brennan's Wharf.
June 13th—Cache Bay, Hull.
June 20th—McKay's Lake and Outlet.
June 27th—Eastman's Springs (general excursion).

The fall excursions were:

September 12th—Fairy Lake and Beaver Meadow.
September 17th—Experimental Farm.
September 26th—Rockcliffe and McKay's Lake.

A large number of the students of the Ottawa Normal School took advantage of these outings, conducted by scientists in the service of the Dominion.

During the winter a course of lectures, free to the public, was also given.

During the year Volume XXII. of the Ottawa Naturalist was published, in twelve numbers. This consisted of 270 pages and eight full-page plates; and, besides a number of short notes contributed by collectors and observers, contains a full account of the proceedings of the club. The more important papers, 26 in number, dealt with the following subjects: (1) Nature study, (2) botany, (3) entomology, (4) conchology, (5) ornithology, (6) zoology, (7) meteorology, and (8) geology.

The club is divided into eight branches, some of which hold house to house evening meetings in the winter months, at which various papers are read by the respective "hosts" and discussion follows. Gatherings of young people have also been addressed on popular scientific subjects.

The present membership is 321, of which 47 are new members, the largest net gain in the history of the club.

Wellington Field Naturalists' Club.

The report of this Society for the year 1908-9 states that its objects are:

(a) Conducting a biological survey of the County of Wellington;

(b) The advancement of the study of natural history.

Meetings were held fortnightly from the second Wednesday of October to the second Wednesday of April, 1909, unless addresses of a character interesting to the members happened to be given at the Guelph Agricultural College. During the summer the officers were engaged with the teachers in attending the various nature study and elementary agriculture courses.

Chief of interest among the many papers read before the Society were:

"Mutual Relations Between Birds and Insects" (illustrated). I. W. Jones.
Excursion to Fruit, Flower and Honey Show.
"Peculiar Habits of Some New Zealand Animals and Plants." Alex. McTaggert, New Zealand.
"Some Green Microscopic Plants."
"Protozoa Diseases Among Poultry."
"Some Common Lichens in This Locality." J. W. E.
"Wild Life in Saskatchewan." S. J. Nevell, Regina.

The present officers are:
Honorary President—Prof. J. C. S. Bethune, D.C.L.
President—J. W. Eastham, B.Sc.
Secretary-Treasurer—C. R. Klinck, B.S.A.
Editor—T. D. Jarvis, B.S.A.
Botanical Editor—J. E. Howitt, M.S.A.

Royal Astronomical Society.

The only report received from this important Society at the time of going to press was a financial statement, showing that the income for the year ended June 1st, 1909, was $4,749.00 and the disbursements $3,241.87, leaving a cash balance and reserve fund in the bank of $1,507.13, against which there were outstanding liabilities amounting to $1,066.65.

Society of Chemical Industry.

Monthly meetings of the Canadian Section of the Society were held during the session in Montreal and Toronto, at which the following papers were read:

October 9th, 1908—"Customs Chemistry." Mr. F. W. Babington, at Montreal.
October 23rd—Smoker, at Toronto.
November 19th—"Chemistry Relative to Food." Prof. J. F. Snell, at Montreal.
November 26th—"Organisms of Fermentations." Prof. Ramsay Wright, at Toronto.
December 18th—"Alloys." Dr. A. Stansfield, at Montreal.
January 22nd, 1909—"Electro-Metallurgical Process." Mr. J. C. King, at Toronto.
January 22nd—"Influence of Environment on Wheat." Prof. F. T. Shutt, at Montreal.
February 25th—"Stassfurt Potash Salts." Mr. B. L. Emslie, at Toronto.
March 12th—Annual general meeting. (*a*) Elections; (*b*) "The Contact Process." Mr. N. B. Prichard, at Montreal.
March 25th—"Industrial Smoke Problem." Mr. A. Sullivan, at Toronto.
April 8th—"Sugar Refining." Mr. C. F. Bardorf, at Toronto.
April 16th—"Wood Alcohol." Mr. R. A. Donald, at Montreal.

The Executive attended, through invitation, the meetings of the American Electro-Chemical Society, held at Niagara Falls, Ont., on the 6th, 7th and 8th of May. The annual general meeting was held, for the first time in Montreal, on March 12th, 1909. The Society incurred a distinct loss by the retirement of Mr. H. vander Luide from the Vice-Chairmanship, a large measure of its success being due to his unremitting efforts. As evidence of the appreciation of the aims of the

society, 25 new members were added to the roll. The third number of the *Bulletin* was published. Both in Montreal and Toronto official copies of the *Journal* since 1881 are kept on file.

The officers and Executive Committee for the eighth session, 1909-10, are as follows:

President—Ira Remsen.

Chairman—Milton L. Hersey, M.Sc., LL.D.

Vice-Chairmen—W. Lash Miller, Ph.D., Toronto; A. McGill, B.A.Sc., F.R.S.C., Ottawa; Wallace P. Cohoe, Toronto.

Committee—E. G. R. Ardagh, M. L. Allard, C. F. Heebner, A. Neighorn, W. B. Tindall, G. J. Webster, Nevil N. Evan, C. F. Bardorf, R. F. Ruttan, T. H. Wardleworth, F. L. Langmuir.

Honorary Local Treasurer—J. W. Bain, B.A.Sc.

Honorary Local Secretary—Alfred Burton, 2-6 Liberty Street, Toronto.

Resident Secretary for Montreal—Joel B. Saxe, 171 St. James Street.

The membership now reaches 185.

Canadian Free Library for the Blind, Markham.

In the month of July, 1907, the Canadian Free Library for the Blind was opened at Markham, its foundation being mainly due to the energy of the late E. F. B. Robinson, M.A., Secretary, whose death occurred in November, 1908. Starting with but 26 members and less than 200 volumes, the membership had increased to 98 in July, 1909, and the books to 645. From a circulation of 982 volumes in 1907 it had reached the surprising total of 3312 in the same period, a splendid showing. In view of this rapidly increasing circulation and the difficulty of procuring any system of tactile print, the Board of Management are considering the installing of a stereotyping plant to meet the demand and tastes of its readers. Hitherto the blind in Canada have been almost wholly dependent upon transcribing works from ink-print books, with the help of sighted readers, the prices of the publications of the American Printing House for the Blind, at Louisville, Ky., being almost prohibitive. A music department has recently been added to the library, containing 280 pieces, vocal and instrumental, a branch of the fine arts which, by custom and natural inclination, has been considered peculiarly adapted to the blind.

The third annual meeting was held at 93 Church Street, Toronto, January 18th, 1909, when the following were elected as a

Board of Management—Messrs. F. W. Johnston, E. Hermon, C. B. Lloyd, S. C. Swift, M. A., and B. Crew.

The executive officers for the year 1909 are:

President—F. W. Johnston.

Treasurer—E. Hermon.

Secretary—S. C. Swift, M.A.

Librarian—Mrs. Marion Robinson.

The receipts for 1908 amounted to $840.97; all expended, but leaving a deficit of $335. This shortage was, it is stated, primarily due to fraudulent collections of subscriptions by an unauthorized collector.

Ontario Society of Artists.

This Society, which has done so much to encourage the practical pursuit of painting and drawing and to develop a taste for fine art, has been more than ever

active in its successful attempts to raise the standard of art, and with it a greater love for culture and refinement throughout the Province.

At the annual meeting, held February 25, 1909, the following officers were elected:

President—E. Wyly Grier.

Vice-President and Treasurer—C. W. Jefferys.

Secretary—R. F. Gagen.

Auditors—James Smith and C. E. Nourse.

Executive Council—M. E. Wrinch, F. H. Brigden, Gustav Hahn, F. M. Bell-Smith, G. A. Reid, C. M. Manly, and J. D. Kelly.

At the thirty-sixth annual exhibition 146 works, comprising oil and water-color paintings and sculpture, attracted a large attendance.

At the art galleries of the Canadian Exhibition in September, the arrangement of which was placed in the hands of the Society, the display consisted of 204 works, in oil, water-colour and sculpture, among the artists represented being Sargent, Lavery, La Thangue, Riviere, Prinet, and Grieffenhagen; and at the Ottawa Central Canadian Exhibition 150 works were shown, a proof of business combined with art that is deserving of every encouragement.

The two pictures selected by the Society, and priced at $100 each, were "Autumn on the Prairie," by C. W. Jefferys, and "Boy and Dog," by Fred Haines.

The pictures purchased with the special Government grant of $800 in 1909 and as selected by the committee appointed for the purpose were:

"The Heart of the Forest," by F. H. Brigden.

"A Muskoka Garden," by M. E. Wrinch.

"The Restless Deep," by W. Cutts.

"Albion's Rock-bound Coast," by F. M. Bell-Smith.

"Contentment," by Fred Haines.

"In Time of Peace," by F. McG. Knowles.

Central Ontario School of Art and Industrial Design.

Upon reference to former reports of the late Inspector of Public Libraries, etc., I find that none is published in connection with the above school, though a secretary's report and a financial statement are both on file in the Department. The explanation for this appears to be that while the legislative grant of $400 was certified to by the late Inspector Leavitt, inspection of the Central Ontario School of Art was apparently entrusted to the Inspector of Technical Education, Mr. A. H. Leake. As no report upon this art school appears in Mr. Leake's last two annual reports, and as the late Inspector of Public Libraries, etc., certified to the grant, I have assumed that a share of responsibility rests upon this office, and hence submit the following:

In making their nineteenth annual report, the President and Secretary again draw attention to the deplorable fire that occurred during the last week of the school, May, 1908, by which almost all of the casts and other properties were destroyed, and upon which no insurance was carried. Through the liberality of a few persons nearly $300 was subscribed, without which, it is stated, the school would not have reopened. Three terms of ten weeks each were held between October 5th, 1908, and May 1st, 1909, with 45 students female and 76 male. The total attendance for the 85 lesson days was 5,244. Twenty different trades and occupations were represented, besides 43 ordinary students. A small exhibition of work by the classes was held the last week of May. The classes were divided into

the three following divisions: Antique, painting and life, primary, with the following attendance respectively: 2,540, 1,673, 1,031.

Notwithstanding the exercise of the greatest economy and that the total receipts from fees amounted to $1,415.75, as against $1,780 paid in salaries, there was a deficit of $840 on the 31st of May, 1907; this was slightly reduced by May 1st, 1908, but it had increased to $913.03 on May 1st, 1909.

The Ontario School of Art has an interesting history. It was founded in 1876, the first art school in the Province, and has had a somewhat accented career. Its influence has been most marked, many of those who have attended it being to-day leaders in various paths of art, both in Canada and abroad.

The Hamilton Art School.

The records of this office show that the Hamilton Art School rendered a statement of income and expenditure and assets and liabilities for the year ending 31st of May, 1909, upon which out of the legislative grant of $4,000 for art schools and art museums, $400 was paid through this office. As no report, however, other than the financial statement referred to was submitted, further particulars cannot be given. The income exceeded the expenditure by $1,312.87. A special grant of $2,000 was subsequently paid through the Inspector of Technical Education, who reports that the school is now closed, the work being under the supervision of the Board of Education.

St. Patrick's Literary Association of Ottawa.

Though every effort was made to obtain a report from the above Society for the current year, none was forthcoming. The last communication from this Association was the acknowledgment of a cheque for $200, being grant for 1908, dated November 25th, of that year. The legislative grant for 1909 was not paid.

Reading Camp Association.

The Reading Camp Association, in addition to the legislative grants amounting to $4,650 in all, has received from the Department of Education thirty Travelling Library cases in the last two years.

From the 8th annual report, 1907-1908, and the letters of endorsement as published from railway men, lumbermen and others therein, it would seem that the work accomplished has been eminently satisfactory, from the employers' standpoint. The literature supplied the men and the instructions given in some of the reading camps is considered worthy of every encouragement. Instances are noted of men of the lowest ideals and behaviour being completely reformed by the influences of a clean book and a "square talk" from an instructor. The Sunday "sing-songs" are claimed to have accomplished much.

As most of the printed letters from the instructors merely give the name of the camp, but omit to specify the Province, it is not easy to find out what proportion of the work referred to has been carried on in Ontario, and what proportion in the Western Provinces. Out of 23 letters and reports as printed, describing the work done—but all undated—by 29 instructors, only 13 of the letters refer by name to this Province. Of the $5,030.81, the total private contributions received from all parts of the Dominion for 1907-8, $3,727.65 appears to have

come from Ontario. Of this, the Ontario Government gave $500 as a cash grant and $100 for printing, besides school books, scribblers and pencils, and the loan of Travelling Libraries. Of thirty libraries loaned, eleven were lost, or not returned, valued at $550; only $50 of this has been repaid. This represents the substantial total of $5,300 contributed by the Ontario Government. Yet it is referred to on page 37 of the printed report as "small money grants."

In the statement of income and expenditures, $1,381.33 is charged to office and general expenses, $4,333.29 for instruction and salaries, and only $179.44 for "camp literature." It would seem therefore that were it not for the Travelling Libraries loaned by the Department of Education, the Reading Camp Association would be a "Reading" camp in name only. Sixty books are acknowledged as gifts from booksellers, besides a few magazines and newspapers.

As no reports have been received by this Department showing the circulation of the books in the camps, it is impossible to estimate the "reading results," or to what extent the libraries loaned have accomplished their specific purposes.

While admitting the drawbacks that confront those superintending the work, beset with difficulties, inseparable from frontier conditions, the apparently small amount expended on reading matter, and the serious loss sustained by this Department in books, suggests that the system as followed presents great room for revision and improvement.

OFFICE STAFF AND WORK.

I cannot close this report without acknowledging the faithful assistance of Mr. W. Lemon, whose long connection with this office in charge of correspondence files, reports, circulars and forms, renders his services of particular value, and of the efficient work of Mr. B. Riddell in the supervision of the shipping of Travelling Library cases and his progress in book binding and repairing. I have added an alphabetically indexed accession book to the records of the office, in which are being entered under author's name and title all of the 8000 volumes that are now in circulation through the Travelling Libraries. The work of the Inspector's office is rapidly increasing in volume and importance, and unremitting application is required in the effort to keep pace with the ordinary routine, apart from new channels of activity inseparable from development.

Toronto, December, 1909.

NOTE.—Copies of this report are mailed to the Secretaries of all Public Library Boards Historical, Literary and Scientific Societies, and Art Schools, in the Province of Ontario, and to other interested persons upon request. Those Institutions entitled to receive a copy and failing to do so should notify the Department.

APPENDIX M.—PROVINCIAL NORMAL AND MODEL SCHOOLS.

I.—PROVINCIAL NORMAL SCHOOL, HAMILTON.

JANUARY, 1910.

Staff.

S. A. Morgan, B.A., D. Pæd.	Principal: Science of Education.
F. F. Macpherson, B.A.	Master: English.
E. T. Seaton, B.A.	Master: Mathematics.
J. Voaden, M.A.	Master: Science.
Julien R. Seavey	Instructor: Drawing.
H. A. Stares	Instructor: Music.
Oscar Main	Instructor: Writing.
Miss Clara E. Elliott	Instructor: Household Economics.
S. J. Huggins	Instructor: Physical Culture.
A. J. Painter	Instructor: Manual Training.

Students Admitted, Session 1909-1910.

Male	27
Female	171
Total	198

II.—PROVINCIAL NORMAL SCHOOL, LONDON.

JANUARY, 1910.

Staff.

S. J. Radcliffe, B.A.	Principal: English.
John Dearness, M.A.	Master: Science and School Management.
A. Stevenson B.A.	Master: Science of Education.
J. P. Hoag, B.A.	Master: Mathematics.
S. K. Davidson	Instructor: Drawing.
Fred. L. Evans	Instructor: Music.
J. W. Westervelt	Instructor: Writing.
Miss Allene B. Neville	Instructor: Household Economics.
Albert Slatter	Instructor: Physical Culture.
Sugden Pickles	Instructor: Manual Training.

Students Admitted, Session 1909-1910.

Male	20
Female	167
Total	187

III.—PROVINCIAL NORMAL SCHOOL, NORTH BAY.

JANUARY, 1910.

Staff.

A. C. Casselman	Principal: Science.
W. J. Karr, B.A., B. Pæd.	Master: Science of Education.
J. C. Norris, M. A.	Master: Mathematics.
J. Ramsay	Instructor: Drawing.
J. Norman Eagleson, Mus. Bac.	Instructor: Music.
A. F. Hagerman	Instructor: Manual Training.
Miss Catharine T. McCaig	Instructor: Household Economics.

Students Admitted, Session 1909-1910.

Male	3
Female	41
Total	44

IV.—PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA.

JANUARY, 1910.

1. Staff of Normal School.

J. F. White, LL.D.	Principal: History of Education and English.
J. H. Putman, B.A., B. Pæd.	Master: Psychology and English.
E. T. Slemon, B.A.	Master: Mathematics.
J. W. Gibson, M.A.	Master: Science.
Roy F. Fleming	Instructor: Drawing.
T. A. Brown	Instructor: Music.
J. C. Logan	Instructor: Writing.
C. Emery	Instructor: Physical Culture.
Miss Eliza Bolton	Instructor: Kindergarten Principles.
Miss A. E. Robertson	Instructor: Household Economics.
J. S. Harterre	Instructor: Manual Training.

Students Admitted, Session 1909-1910.

Male	5	
Female	154	
		159
Kindergarten Students		19
Total		178

2. Staff of Normal Model School, Ottawa.

F. A. Jones, B.A.	Head Master.
J. A. Dobbie	First Assistant.
F. E. Coombs, M.A.	Second Assistant.
E. Cluff, B.A.	Third Assistant.
Miss M. E. Butterworth	First Female Assistant.
Miss A. G. Hanahoe	Second Female Assistant.
Miss J. Foster	Third Female Assistant.
Miss A. Delaney	Part II. Class (Boys and Girls).
Miss M. R. Elliott	Fifth Female Assistant.
Miss Eliza Bolton	Kindergarten Directress.
Miss A. H. Baker	Kindergarten Assistant.
Roy F. Fleming	Instructor: Drawing.
T. A. Brown	Instructor: Music.
C. Emery	Instructor: Physical Culture.
Miss A. E. Robertson	Instructor: Household Economics.
J. C. Logan	Instructor: Writing.
J. S. Harterre	Instructor: Manual Training.

Number of pupils, 1909	283
Number of Kindergarten pupils, 1909	40

V.—PROVINCIAL NORMAL SCHOOL, PETERBOROUGH.

JANUARY, 1910.

Staff.

Duncan Walker, B.A.	Principal: Mathematics.
Henry G. Park, B.A., D. Pæd.	Master: Science of Education.
Samuel J. Keyes, B.A., B. Pæd.	Master: English.
George A. Cornish, B.A.	Master: Science.
John A. McKone	Instructor: Writing.
A. N. Scarrow	Instructor: Manual Training.
Miss Jessie C. McRae	Instructor: Art.
Miss Ethel M. Steinhoff	Instructor: Household Economics.
Miss Iva J. Coventry	Instructor: Physical Culture.
Miss Helen Davies	Instructor: Music.

Students Admitted, Session 1909-1910.

Male	28
Female	130
Total	158

VI.—PROVINCIAL NORMAL SCHOOL, STRATFORD.

JANUARY, 1910.

Staff.

S. Silcox, B.A., D. Pæd.	Principal: Science of Education.
J. W. Emery, B.A.	Master: Science.
J. M. McCutcheon, B.A.	Master: English.
H. S. Robertson, B.A. (Tor.) M.A. (Colum.)	Master: Mathematics.
J. Bottomley, A. R. C. O.	Instructor: Music.
S. Pickles	Instructor: Manual Training.
Miss E. M. Cottle	Instructor: Calisthenics and Writing.
Mrs. Helen Mayberry	Instructor: Art.
Miss Allene B. Neville	Instructor: Household Economics.

Students Admitted, Session 1909-1910.

Male	30
Female	163
Total	193

VII.—PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

JANUARY, 1910.

1. Staff of Normal School.

Wm. Scott, B.A.	Principal: History of Education, School Management and Grammar.
D. D. Moshier, B.A., B. Pæd.	Master: Psychology and English.
Wm. Prendergast, B.A.	Master: Mathematics and English.
David Whyte, B.A.	Master: Science.
A. T. Cringan, Mus. Bac.	Instructor: Music.
Jas. H. Wilkinson	Instructor: Manual Training.
Miss Auta A. Powell	Instructor: Art.
Miss Nina A. Ewing	Instructor: Household Economics.
Miss Mary E. Macintyre	Instructor: Kindergarten Principles.
Mrs. Jean Somers	Instructor: Calisthenics.
Mrs. Emma Macbeth	Instructor: Needlework.
Sergt.-Maj. E. H. Price, R.C.R.	Instructor: Drill.
Mrs. M. W. Brown	Instructor: Reading.

Students Admitted, Session 1909-1910.

Male	8	
Female	216	
		224
Kindergarten Students		53
Total		277

2. Staff of the Normal Model School, Toronto.

Angus McIntosh	Head Master.
Miss M. Meehan	First Female Assistant.
R. W. Murray, B.A.	First Male Assistant.
Miss May K. Caulfeild	Assistant.
Thomas M. Porter	Assistant.
Miss A. F. Laven	Assistant.
Milton A. Sorsoleil	Assistant.
Miss Hope Merritt	Assistant.
Miss C. E. Kniseley	Assistant.
Miss Lillian Davey	Assistant.
Miss Auta A. Powell	Instructor: Art.
A. T. Cringan, Mus. Bac.	Instructor: Music.
Miss Mary E. Macintyre	Kindergarten Directress.
Miss Ellen Cody	Kindergarten Assistant.
Mrs. Jean Somers	Instructor: Calisthenics.
Mrs. Emma Macbeth	Instructor: Needlework.
Sergt.-Maj. E. H. Price, R.C.R.	Instructor: Drill.
Mrs. G. de Lestard	Instructor: French.
Jas. H. Wilkinson	Instructor: Manual Training.
Miss Nina A. Ewing	Instructor: Household Economics.

Number of pupils in 1909	523
Number of Kindergarten pupils in 1909	57

VIII.—SUMMARY OF ATTENDANCE AT THE NORMAL SCHOOLS.

Normal Schools.	Male students.	Female students.	Total attendance.
Hamilton	27	171	198
London	20	167	187
North Bay	3	41	44
Ottawa	5	154	159
Peterborough	28	130	158
Stratford	30	163	193
Toronto	8	216	224
Totals	121	1,042	1,163

Kindergarten students, Ottawa	19
Kindergarten students, Toronto	53
Total	72

APPENDIX N.—PROVINCIAL MODEL SCHOOLS, 1909.

School.	Principal.	Students.			
		Male.	Female.	Total attendance.	No. who passed.
Cornwall	W. J. Hallett	13	34	47	44
Durham	Thos. Allan	6	44	50	48
Kingston	A. A. Jordan	15	46	61	50
Lindsay	G. E. Broderick	7	35	42	37
North Bay	A. C. Casselman	2	21	23	21
Renfrew	M. N. Armstrong	5	47	52	50
Total		48	227	275	250

APPENDIX O.—SUPERANNUATED TEACHERS.

Continued from Report of 1908.

* I. ALLOWANCES GRANTED DURING 1909.

Register Number.	Name.	Age.	Post Office.	Years of service.	Allowance.
					$ c.
1188	McCreary, James	65	Peterborough	29½	206 50
1189	Walsh, Jennie F.	60	Napanee	40½	283 50
1190	Hogarth, Thomas	63	Toronto	36½	255 50
1191	Kidd, Wm. G	71	Kingston	52½	367 00
†1192	McNaughton, Alex.	87	Cornwall	56½	395 50

SUMMARY FOR YEARS 1882-1909.

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		$ c.	$ c.	$ c.
1882	422	51,000 00	13,501 08	3,660 10
1887	454	58,295 33	1,489 00	3,815 80
1892	456	63,750 00	1,313 50	786 86
1897	424	62,800 33	847 00	620 27
1902	407	64,244 92	1,073 50	722 78
1906	382	63,190 00	667 00	542 87
1907	375	63,018 55	766 00	764 54
1908	352	60,460 25	854 50	358 35
1909	330	57,380 95	536 50	578 00

Two teachers' subscriptions were withdrawn from the fund during 1909.

* As the sum of $4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payments were $4 less in each case than given in this list.

† Allowance commences in 1910.

APPENDIX P.—HIGH AND PUBLIC SCHOOL CADET CORPS 1909.

Name of School.	Number of Officers, N. C. Officers, and Boys present at time of inspection.	Drill.	Remarks of Militia Officers on the efficiency of the Corps.
Arthur High School	41	Very good.	Satisfactory.
Barrie Collegiate Institute	59	Very good.	Satisfactory.
Belleville, Octavia St. Public School	31	Good.	Satisfactory.
Brantford Collegiate Institute	62	Very good.	Very satisfactory.
Brockville Collegiate Institute	43	Very good.	Satisfactory.
Cobourg Collegiate Institute	52	Very good.	Very creditable.
Collingwood Collegiate Institute	48	Good.	Satisfactory.
*Dunnville High School	31	Good.	Satisfactory.
Dundas High School	29	Good.	Satisfactory.
Fort William Collegiate Institute	45	Fair.	Satisfactory.
Galt Collegiate Institute	38	Very good.	Very satisfactory.
Goderich Collegiate Institute	48	Very good.	Very satisfactory.
Guelph Collegiate Institute	90	Very good.	Satisfactory.
Hamilton Collegiate Institute	59	Very good.	Highly satisfactory.
Ingersoll Collegiate Institute	38	Very good.	Satisfactory.
Lindsay Collegiate Institute	46	Very good.	Very satisfactory.
†London Collegiate Institute	36	Very good.	Satisfactory.
Morrisburg Collegiate Institute	30	Good.	Satisfactory.
Mount Forest High School	43	Good.	Satisfactory.
Napanee Collegiate Institute	45	Good.	Satisfactory.
Niagara Falls Collegiate Institute	31	Good.	Satisfactory.
†Norwood High School	26	Very good.	Satisfactory.
Orillia Collegiate Institute	41	Very good.	Satisfactory.
Ottawa Collegiate Institute	38	Good.	Satisfactory.
Orangeville High School	39	Good.	Satisfactory.
Owen Sound Collegiate Institute	49	Good.	Satisfactory.
Perth Collegiate Institute	42	Good.	Satisfactory.
Peterborough Collegiate Institute	134	Very good.	Very creditable.
Port Hope High School	48	Very good.	Very creditable.
Port Perry High School	30	Good.	Satisfactory.
Prescott High School	32	Good.	Satisfactory.
Renfrew Collegiate Institute	39	Good.	Satisfactory.
St. Catharines Collegiate Institute	42	Very good.	Highly satisfactory.
St. Thomas Collegiate Institute	65	Exeptionally good.	Highly satisfactory.
Sarnia Collegiate Institute	40	Very good.	Satisfactory.
Seaforth Collegiate Institute	47	Very good.	Satisfactory.
Stirling High School	38	Good.	Satisfactory.
Strathroy Collegiate Institute	39	Very good.	Satisfactory.
Toronto:			
Harbord Collegiate Institute	48	Very good.	Satisfactory.
Jarvis Collegiate Institute	50	Good.	Satisfactory.
Public Schools (9 corps)	433	Good.	Satisfactory.
Uxbridge High School	39	Very good.	Satisfactory.
Vankleek Hill Collegiate Institute	39	Good.	Satisfactory.
Waterloo Central Public School	103	Very good.	Very satisfactory.
Woodstock Collegiate Institute	40	Exceptionally good.	Highly satisfactory.
Total, 53 corps	2,486		

* Not enough qualified members to entitle school to grant.
† No grant paid.

APPENDIX Q.—FINANCIAL STATEMENTS OF THE FACULTIES OF EDUCATION.

1.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION.

FINANCIAL STATEMENT FOR THE YEAR ENDING 30TH JUNE, 1909.

RECEIPTS.

Provincial Grant	$15,000 00
Fees	3,486 00
	$18,486 00

EXPENDITURES.

1. Salaries:—		
W. Pakenham, Dean of the Faculty and Professor of the History and Science of Education, 12 mos. to 30th June	$3,300 00	
H. T. J. Coleman, Associate Professor, 12 mos. to 30th June	2,600 00	
L. E. Embree, LL.D., Supervisor (Sessional)	250 00	
J. L. Hughes, Supervisor (Sessional)	250 00	
Instructors in Methods and Critics (Sessional):		
Wm. E. Groves	200 00	
Henry Ward	200 00	
R. A. Gray	200 00	
W. C. Ferguson	100 00	
Miss J. S. Hillock	100 00	
H. J. Crawford	100 00	
E. W. Hagarty	100 00	
Carl Lehmann	100 00	
G. A. Smith	100 00	
Miss G. Lawlor	100 00	
W. E. Macpherson	100 00	
Miss M. S. Macdonald	100 00	
J. W. Barton	100 00	
R. H. Eldon	100 00	
Llewellyn Rees	100 00	
W. L. Richardson	100 00	
Miss J. P. Semple	100 00	
L. J. Clarke	50 00	
T. J. Ivey	50 00	
W. J. Lougheed	50 00	
J. H. Mills	50 00	
E. H. A. Watson	50 00	
R. Wightman	50 00	
Miss A. Willson	50 00	
Miss M. L. Balmer	50 00	
Miss M. Bell	50 00	
Miss M. G. Bristol	50 00	
Miss R. M. Church	50 00	
Miss A. E. Cullen	50 00	
Miss L. Davey	50 00	
A. W. R. Doan	50 00	
Miss F. I. Fraser	50 00	
Miss A. A. Harding	50 00	
Miss E. M. Jolly	50 00	
Miss K. M. Knowles	50 00	
H. S. Mott	50 00	
Miss P. Stephen	50 00	
Miss I. M. Stewart	50 00	
Miss L. A. Fawcett	25 00	
Miss L. Maw	25 00	
Miss E. M. McConnell	25 00	
Miss M. L. Starrette	25 00	
		$9,550 00

2. Maintenance:—		
City of Toronto Board of Education, for use of City Schools		4,500 00
Examinations:		
Paid to Examiners		1,079 13
Library:		
Proportion of Library appropriation expended for Faculty of Education purposes		370 24
Office expenses, printing, postage and supplies		627 41
Clerical assistance:		
Stenographer, etc.		497 71
Contingencies		131 88
		$16,756 37
To the above there requires to be added the Faculty's share of the expenses of general administration, including salaries of administrative officers, maintenance of building, library, gymnasium, telephones, examination supplies, diplomas, etc., estimated at		4,000 00
		$20,756 37

12th January, 1910. Certified, F. A. MOURÉ, *Bursar.*

II.—UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION.

FROM JANUARY 1ST, 1909, TO DECEMBER 31ST, 1909.

EXPENDITURES.

Overexpended 1908		$317 92
Salaries:		
Dean Lavell	$2,500 00	
Dr. O. J. Stevenson	1,800 00	
J. R. Stuart	1,266 65	
A. A. Jordan	100 00	
Miss M. King	50 00	
Dr. W. T. Connell	50 00	
J. Bewes, Gymn.	50 00	
Alice King	52 00	
Nora Ross	52 00	
Victoria Wiltshire	52 00	
		5,972 65
J. Nolan, Lecturer		25 00
Board of Education as per agreement	3,000 00	
Supplementing Salaries	746 00	
		3,746 00
Travelling Expenses, Dean Lavell		60 70
Presiding Examiner		100 40
Printing and Stationery, Kirkpatrick Art Store	36 70	
R. Uglow & Co.	5 05	
Jackson Press	95 75	
Standard Pub. Co.	3 60	
Science Book Store	7 20	
		148 30

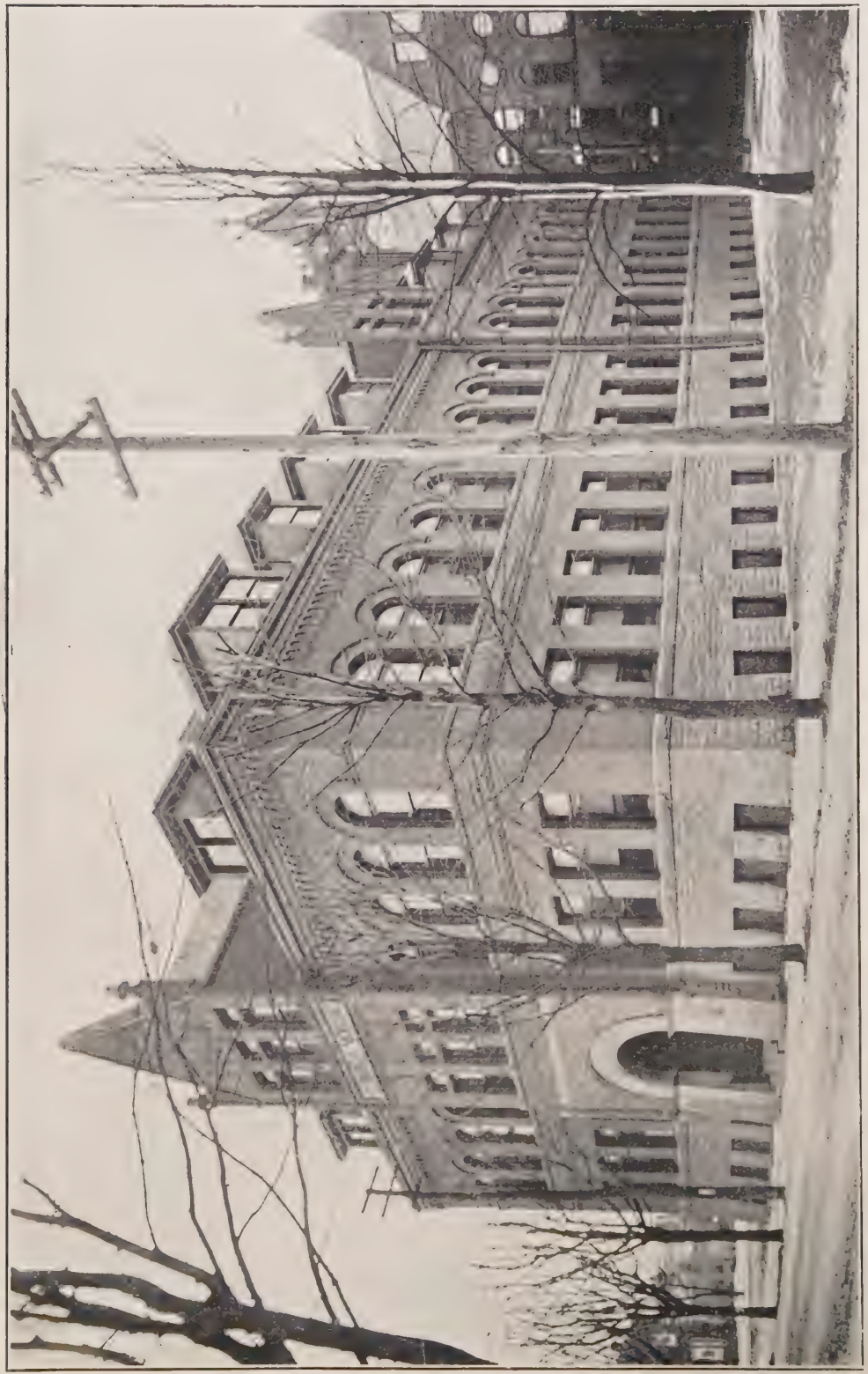
Office Furniture and Equipment, Taylor & Hamilton	7 20		
J. Laidlaw & Son	2 50		
R. J. Lindsay	24 09		
Keystone View Co	10 85		
The Perry Picture Co	4 55		
Collector of Customs	1 16		
Canadian Pub. Co	50		
T. F. Harrison Co.	42 50		
			93 35
Library, Miss L. Saunders			125 00
Athletic Association (Gymnasium)			167 00
Telegraph, Telephone, etc., Express	3 45		
Telegraph	4 49		
Telephone	1 00		
			8 94
			$10,765 26

RECEIPTS.

Ontario Government	9,000 00	
Fees	1,075 00	
Supplies	27 80	
Overexpended	662 46	
		$10,765 26

Audited and found correct, J. F. Leslie,
Auditor.

Kingston, January 12th, 1910.



Technical and Art School, Hamilton.

APPENDIX R.—REPORT OF THE INSPECTOR OF TECHNICAL EDUCATION.

Hon. R. A. Pyne, M.D., M.P.P., LL.D.,

Minister of Education,

Department of Education, Toronto.

Sir,—I have the honour to submit herewith my ninth annual report on Technical Education, including Manual Training, Household Science and Art Instruction, as carried on in the Schools of Ontario during the year ending 31st December, 1909.

The last report issued was well received, and judging by the newspaper comments and copious extracts, has done something to help the movement along. The Picton *Times,* in its advocacy of Technical Education reprinted the whole of the report with many of the illustrations. In its introduction it said:

"Through the courtesy of the Department of Education *The Times* is able to reproduce the illustrated report on Technical Education of Inspector Leake, who visited Picton two years ago. This report is worthy of serious study by every citizen of this county.

"Canadians are beginning to take their country more seriously. A land of immense natural resources is ours to develop. The untold wealth of our mines, forests, fisheries, and soil is only beginning to be known and exploited. To develop this limitless wealth, we have a population of but seven millions. It is of first importance, therefore, that every Canadian shall be so trained as to be an effective unit in the great industrial and commercial army with whom this development largely rests.

"This training is the true work of our schools. Unless young men and women leave our schools so trained as to readily fit in to the work of the state, the schools have failed to justify either the expenditure entailed by education or their own existence. The school should be classed as a public utility, state-owned and state-directed in the general interests of the state. It is the most costly of our government-owned utilities and should naturally be the most serviceable and valuable. It is a healthy sign that the people of this Province and County are beginning to take the school question seriously to heart. The demand is becoming more general that our schools shall be more than ever effective in fitting the youth of our country to meet the conditions of life which they shall have to face when they step out of school into life. In this sense education must be made more practical. The boy or girl must be so trained that he or she may step into actual life with the least possible amount of re-adjustment.

"The schools which the present generation attended took little heed of the fact that 80 per cent. of our people must make their living by their hands; that there were two different sexes to be trained; or that there was a commercial, an industrial or mechanical side to our national life. The secondary or high school, at any rate, worked almost entirely for the professional classes, though supported very largely by the other classes. How very unjust this system is, many of us know, who, after many years spent in the schools, have been forced to leave and begin by ourselves in real earnest the preparation for actual life.

"But 'the old order changeth' is the watchword in the educational field to-day.

"It is recognized that every person is necessary to the development of our re-

sources, and that all must be thoroughly trained if they are to meet fairly the intense competition of this age. As the great industries keep their place in the field by replacing all antiquated machinery by that which saves time or does the work better, so must our schools. It is most hopeful to see this tendency gaining strength. The work of Inspector Leake in forwarding technical training, of the Agricultural Department in organizing Agricultural Branches in the county schools, the introduction into our schools of a Commercial Department, and an Art Department which gives instruction in designing and draughting, are all following the same general and common-sense tendency in that they are 'sizing down' the work of the school to the needs of our many sided national life."

The *Toronto Sunday World,* in reproducing a number of illustrations, said:

"Extending Technical Education.

"Long ago Ruskin wrote:

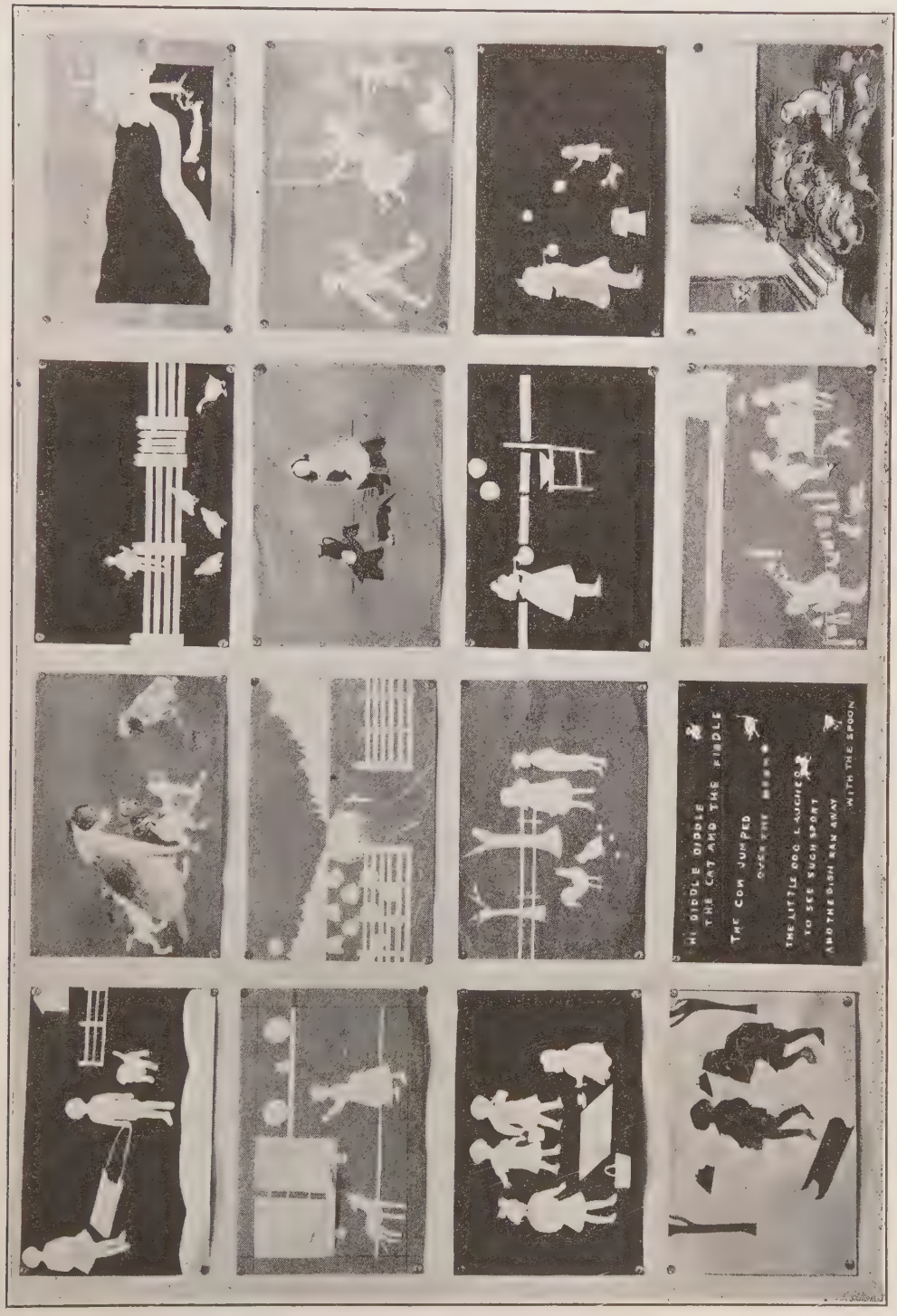
"'Why don't the bishops admonish their clergy to see to it that side by side with the parish church and parish mission-room, there shall be a parish workshop, where the blacksmith and the village carpenter shall of a winter evening teach all the children who will be diligent and learn, the nature of iron and wood and the use of their eyes and hands?'

"What was in this way suggested as a valuable work for the clergy has since been carried out to a large extent by technical education in public and high schools, but writers and leaders of thought to-day might as appropriately say: 'Why don't people aid more willingly in the support of this branch of learning?'

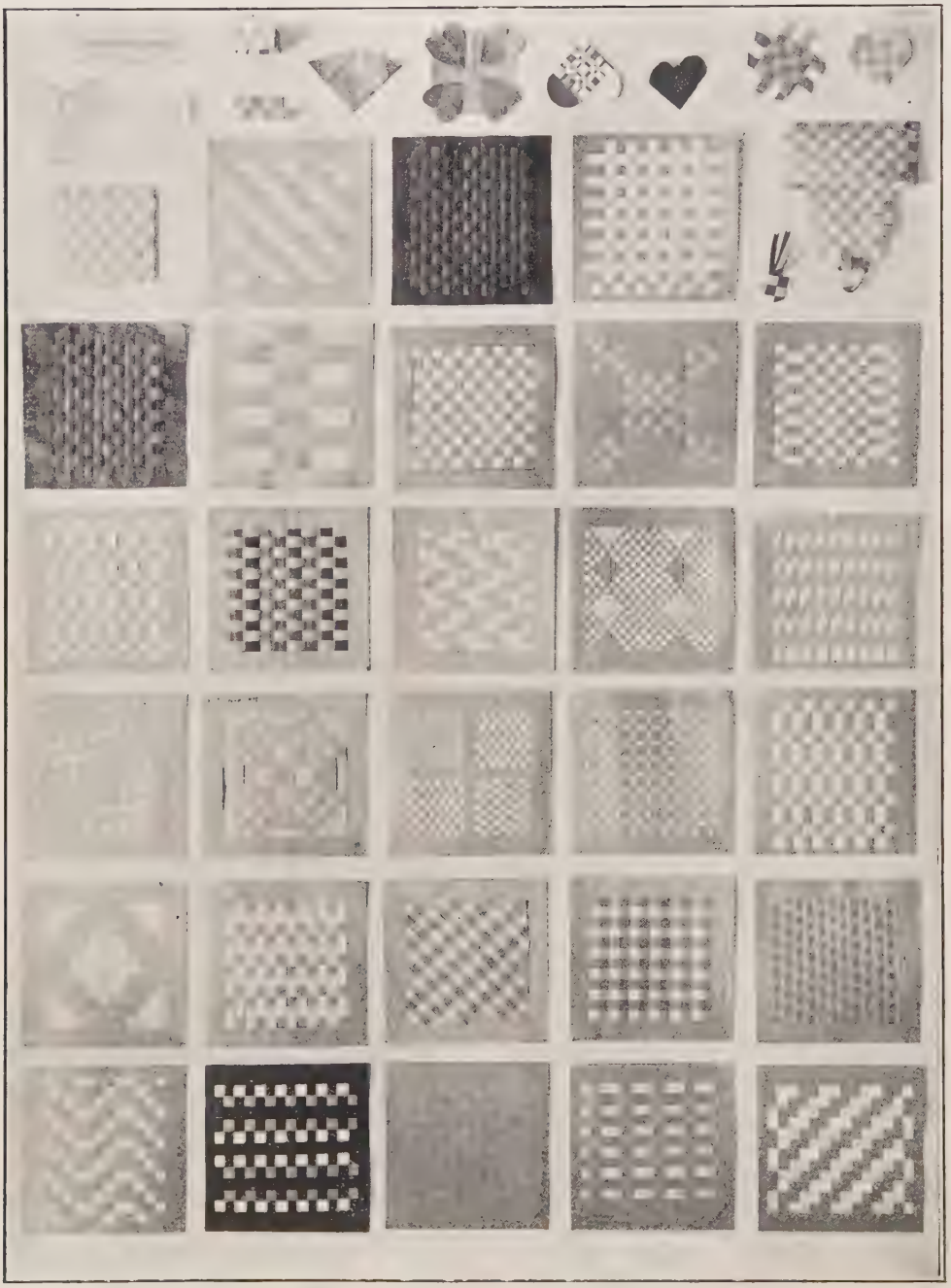
"It is perhaps not so much the fault of school ratepayers as our educational authorities themselves that technical education has received rather indifferent treatment in the past. The value of instructing boys and girls in more than 'readin' and writin' and 'rithmetic' has never been sufficiently demonstrated to parents, nor have the results of schools where technical education was taught been interestingly placed before the eyes of the masses. The report, therefore, of Albert H. Leake, inspector of technical education to the Minister of Education for Ontario, which has just been published, deserves more than passing attention. It is an improvement even on the excellent report of a year ago, which was also splendidly illustrated with cuts showing students at work, examples of their handicraft in all departments, what schools in Europe and the United States are doing and the new buildings that are being built. The masses, though it may be regrettable, seldom read government reports, blue books, etc., because they too often are heavy and uninteresting. No one, however, will lay the report of Inspector Leake aside until he has perused it, for the obvious reason that it is interesting. The scenes, several of which are reproduced in this issue of *The Sunday World,* offer a better argument in favour of this kind of education than the ablest article. Every parent and teacher in the province should study the report carefully. If they were to do so there is little doubt of the generous support that would be given all branches of technical education in the future."

Toronto Saturday Night said:

"A glance through the annual report of the Inspector of Technical Education, Mr. Albert H. Leake, just issued, would prove astonishing to thousands of Ontario taxpayers who have no idea of the extent and character of the work being done. The volume contains a large number of pictures, most of which illustrate the achievements of manual training classes.



Illustrative Paper Cuttings, Normal School, Hamilton.



Paper Weaving, Normal School, Hamilton.

"Some of the designs worked out by the higher classes are really artistic, all are in good taste, and most of them are of practical use. Clay modelling, metal work, and furniture making are the principal branches of this work.

"Now what, you ask, is the purpose of manual training in the schools—is it to equip boys as workers in various trades? The Department of Education says it is not. The teaching of hand work is at present based on the theory that it is a stimulus to the intellect. It gives the boys practical ideas. It shows them what production means and what it costs; and it helps them to cultivate taste and resourcefulness. If a boy leaves school at an early age, the training he has received will be useful to him. If he attends a collegiate institute he goes on with the work in a higher form, and that leads him perhaps to the School of Mines or the Faculty of Applied Science at the University, and so on to one of the engineering professions. But Inspector Leake and the Department of Education believe that industrial education is coming; that in time we will have apprentice schools where boys will be taught trades under favourable conditions. The rights of organized labour are recognized, and trades unionism strongly resents and resists this movement. But definite practice in a good school is a quicker, surer way to competence in a trade than sweeping floors, running errands, and doing odd jobs for months in a shop. The school and the shop must be in close touch. But in the school a boy will not simply blunder into a trade; and he will learn other things as well. In addition to getting a broad, as compared to a piecemeal, knowledge of the work, he will have impressed on him the value of developing moral character and putting it into what he does. This is the belief of the Department of Education and of Canadians who have studied the question. It is also the belief, it will be remembered, of ex-President Roosevelt and many American students of social problems.

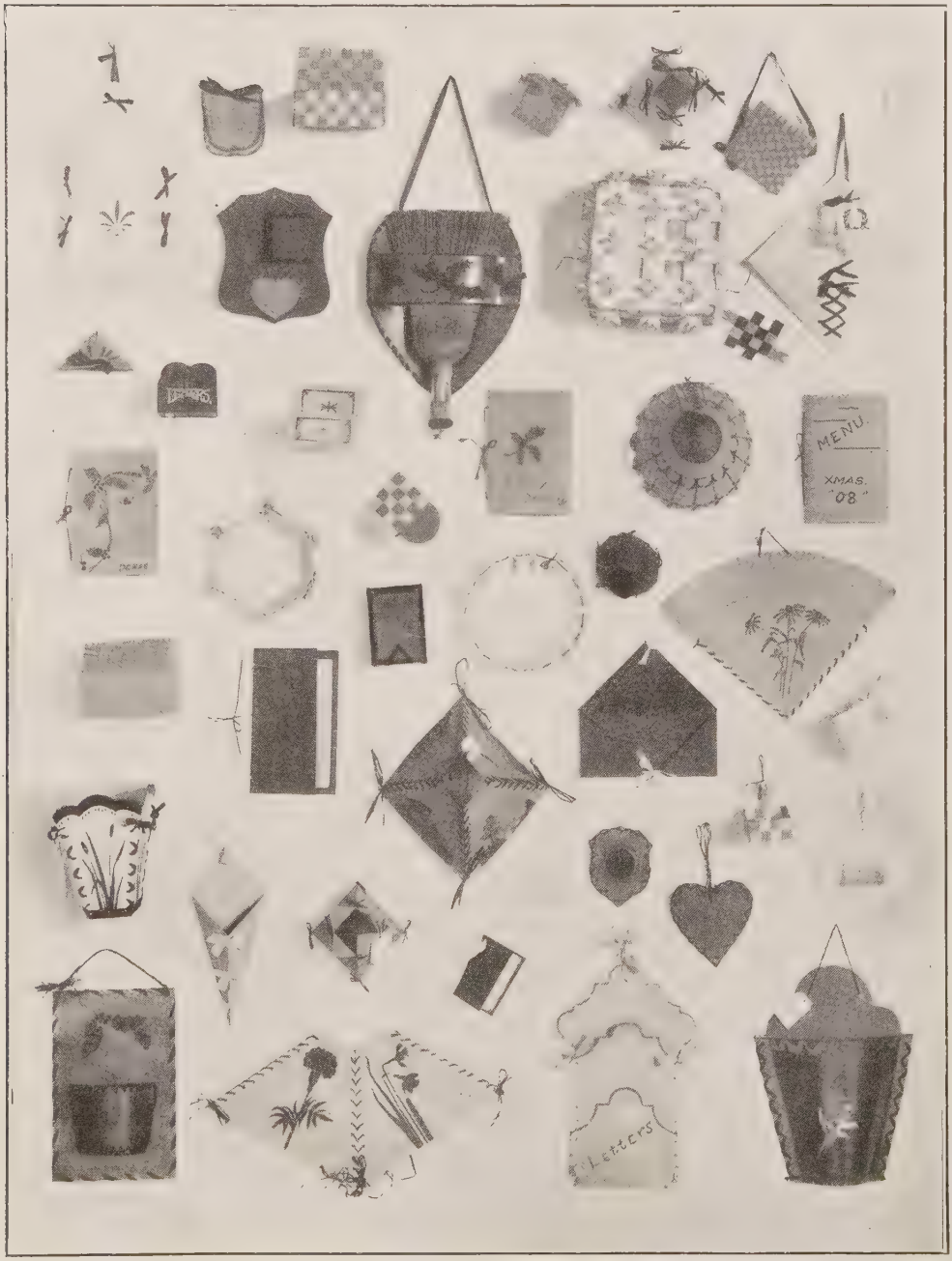
"As to household science, there is no doubt but that fine and useful work is being done in this department in public and preparatory schools and colleges. One has only to visit, for example, the Toronto Technical School or the Macdonald Institute at Guelph to realize this."

The Brockville Times says:

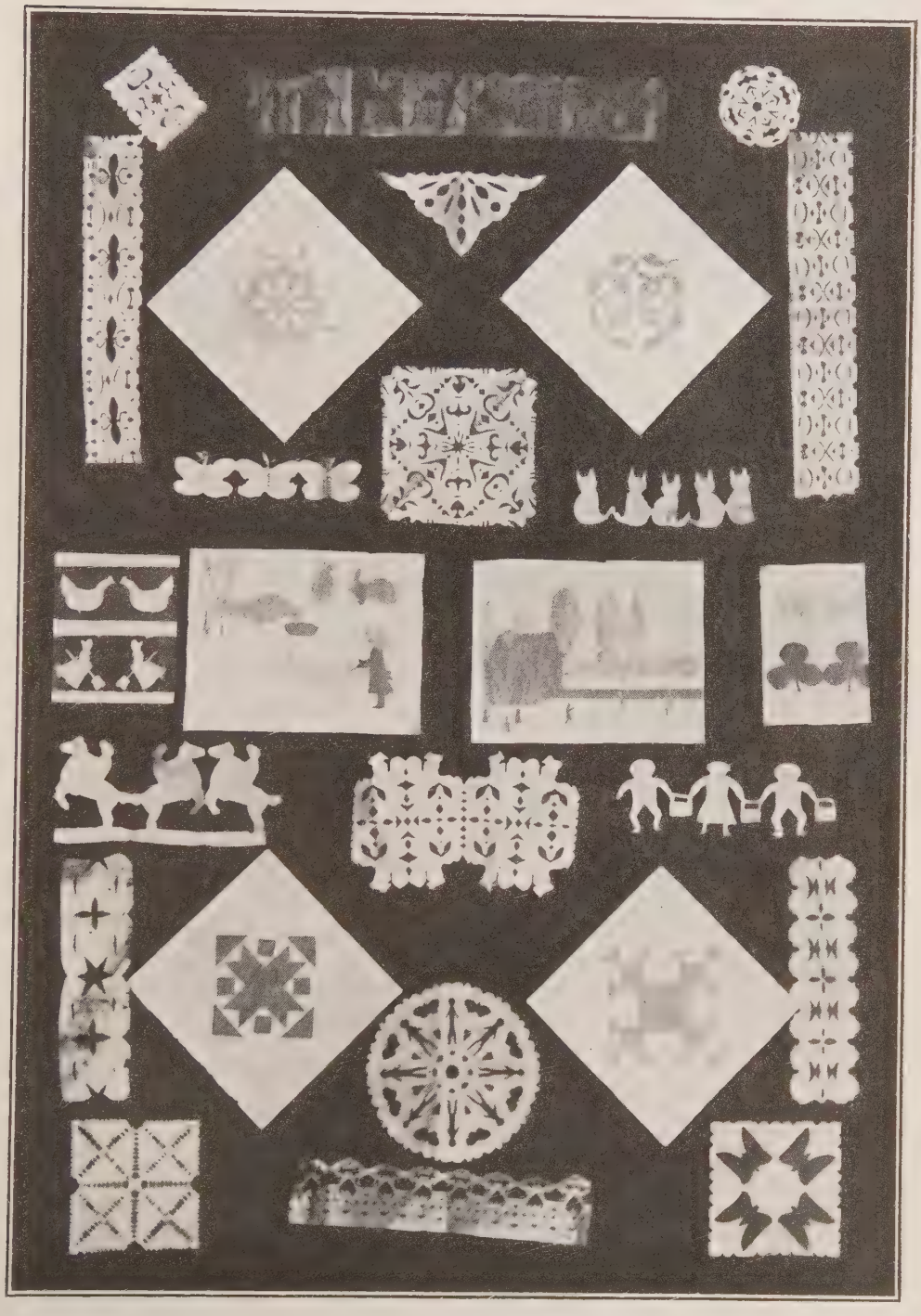
"A Gratifying Growth.

"The eighth annual report of Albert H. Leake, Inspector of Technical Education—which includes manual training, household science and art instruction—has been issued as an appendix to the report of the Minister of Education for Ontario for 1908. It is an engrossing volume from every point of view and its interest is materially heightened by the profusion of excellent illustrations of the practical results achieved. The book is one which should be read with pleasure and profit by every parent and teacher in the Province for it chronicles the rapid growth of the teaching of the practical arts and sciences in a country which is above all things practical in its desires and aims. The pictures of the work performed and the really artistic handicraft of the boys and girls of Canada are a revelation. There are two illustrations from the Brockville school which are most creditable both to the pupils and to the instructor, Mr. Hagerman. Brockville may take some justifiable pride in the fact that it was one of the first Ontario towns in which the Public School Board seized the opportunity afforded by Sir. W. C. Macdonald to give the boys and girls a chance to receive technical education.

"The growth of the system in Ontario has been rapid and the results have been most gratifying. The system is being perfected, the teachers are becoming



Paper Work, Model School, Ottawa.



Paper Tearing, Normal School, Ottawa.

better qualified and more competent, and the public is rapidly fast grasping the importance of technical education. It not only teaches the boys and the girls to use their hands and their heads, but it brings out the good qualities of the children in a way which ordinary school education never does. It does far more than merely teach the children to be good mechanics and housekeepers. It teaches the virtues of thrift, of system and of proper methods of doing anything and everything, and back of the practical lesson instilled by it is the great moral of the nobility of manual labour. A course in technical education is sure to breed an increased respect and admiration for the man or the woman who works with hands and head combined. It helps to remove that occasional snobbish disdain for the manual labourer which is bred by ignorance. Technical education is an essential part of the proper education of the merchant or the professional man on account of the sympathetic bond it creates in them with the great army of manual labourers in this vast Dominion."

The Daily Northern Star, published at Sudbury, says in an editorial:

"Manual Training in Ontario's Schools.

"The annual report of the Inspector of Technical Education in Ontario, Mr. Albert H. Leake, which has just been issued, is more like an issue of an illustrated magazine than an ordinary Government blue book. It is filled with pictures which contribute very materially to the conveying of a correct idea of the manual training work carried on as part of the public educational system of Ontario. The work of manual training is advancing rapidly year by year in the province, and training in household science, which is dealt with in the report as a branch of technical instruction, is particularly to be noted as being provided in a long list of Ontario's public schools.

"It is to be noted that Inspector Leake makes a plea for raising the age limit for compulsory education in Ontario from fourteen to sixteen years. Manitoba is without any compulsory legislation at all, and has a Minister of Education, who at the recent session of the Legislature devoted a speech to arguing that compulsory education is a bad thing. The years between fourteen and sixteen he characterizes as being in many ways the most important of a boy's life; too often, he says, they are largely wasted. They are years in which much can be accomplished in the way of training that will make for increased efficiency, benefiting the boy and community as well. In this connection may be quoted the following from the report of the Douglas Commission in the State of Massachusetts:

" 'There is a growing feeling of inadequacy in the existing public school system to meet fully the need of the modern industrial and social conditions. The opinion was expressed by many speakers that the schools are too exclusively literary in their spirit, scope and methods. When there was any pronounced opinion, there was a vague feeling of dissatisfaction with results. The public hesitate to criticize, and are far from desiring any revolutionary change, but they are enquiring with open minds whether some modification may not be possible by which the schools may reach in a more practical way the great body of children and youth.'

"These words give expression to the idea underlying the movement in the eastern part of the United States towards industrial or vocational training such as is carried to such a high pitch of organization in Germany. Inspector Leake says that he notes many signs of the invasion of Ontario by that movement, which calls for more definite trade teaching than is given in the manual training classes.

Room for Elementary Industrial Arts, Normal School, Hamilton.

Paper Folding, Stratford Normal School.

In this connection it is interesting to note that the claim that manual training gives a direct bent towards the mechanical industries is not borne out by statistics quoted by Inspector Leake, which shows that out of 2,437 graduates of manual training high schools, only 52 or 2½ per cent., are found in any of the mechanical industries.

"Inspector Leake advocates more direct preparation in the schools for the occupations of after life. Thus far, the manual training is based on the theory that it is a stimulus to the intellect, just as much as the other studies, rather than on the assumption that all the world must work, and that work with the hands is as entirely as respectable as, and, as a matter of fact, in general much more remunerative than work with the head."

The above quotations are given only to show that the policy of the Department in issuing the report is appreciated by the public, and secondly, that the subject of Technical Education occupies a prominent place in the minds of the people.

As the provision for adequate technical education is now being considered by the Superintendent of the Department of Education it is not necessary that as lengthy a report as usual be issued. The subject may be considered under the following heads:

I. Elementary Industrial Arts.
II. Manual Training.
III. Household Science.
IV. Evening Classes.
V. Industrial Manual Training.
VI. Technical Education.

I. Elementary Industrial Arts.

Manual Training teachers throughout the Province are complaining, and with reason, of the condition in which the boy enters the manual training room. They say, and I have proved it over and over again, that the boy lacks knowledge of elementary geometrical truths; that he knows nothing or little of form and shape; that he does not understand the ordinary foot rule, etc., and that, in consequence, the first year in the manual training shop has to be spent in going over elementary work that should have been perfectly known.

Manufacturers have complained to the Department that the average boy is totally unable to make a sketch or read a simple working drawing.

Recognizing these and other facts the Department took steps early in the year to establish a course in elementary industrial arts. This course has the following aims:

1. To stimulate intelligent appreciation of industrial life and processes.

2. To develop at an early age habits of industry, respect for labour, and a love for productive and constructive work.

3. To encourage the spirit of co-operation on which depends not only the success of the modern shop, but also the success of every individual life.

4. To bring the life and interests of the school more closely into touch with the working life to be lived after school days are over.

5. To reveal to the pupils to some extent their peculiar bent, so that the choice of an occupation may be the more intelligently made.

6. To give ability to read and make working drawings, such as are used in the industries.

Basketry, Normal School, Ottawa.

Clay Modelling, Normal School, Ottawa.

7. To give facility in the handling of common tools, and ability to put and keep them in good working order.

8. To give accurate ideas of the cost of labour, and value of material.

To introduce work of this character into the schools it is first necessary to have a body of teachers capable of giving the instruction. For many years students in the Normal Schools have received instruction in these subjects but the pressure of other subjects and the time available for the purpose rendered that instruction incomplete and the Department established a three months' course at Macdonald Institute, Guelph. This time was devoted wholly to the elementary industrial arts as suitable for public schools and forty teachers took the course and are now available. It is too soon yet to say to what extent these subjects are being taken in the public and separate schools of towns and villages, but it is hoped that before long every one of the teachers who took the course will be actively engaged in giving that instruction. In order to further the subject the Department issued a well illustrated pamphlet of 32 pages giving the regulations and information regarding organization, accommodations and equipment, details of the course and a list of books helpful to teachers and others interested. Concerning this the "Schools and Teachers' Bulletin," published by the Ontario Agricultural College, says:

"To those interested in our common school education, the circular, just issued by the Department of Education, 'Elementary Industrial Arts,' must come as a real relief. It is a commendable movement to bring into the schools the means whereby the child may, through extended handling of tools and materials, find opportunity to train those motor centres of the brain, too precious to be lost, and which for lack of manual exercise are becoming increasingly idle. Any atrophy on their part is a distinct mental loss. These motor centres can only be trained through the muscles with which they are in nervous connection. Psychologists tell us that the hand that has not begun its training for its life work before fifteen years of age never becomes thoroughly efficient. Hence, the danger of neglecting this kind of schooling, so essentially and vitally associated with the whole life of human industry. Are not the effects of the hand seen in the structure of society and its history, as much as are the effects of the brain? The tremendous industrial revolution created by substituting machinery for hand work, and transferring to the factory and workshop, the old-time processes of various pursuits carried on in the home and its vicinity, and in which every member of the household took part, is accountable, in a large degree, for the lack of skill, accuracy, neatness, and interest in his work of the present-day craftsman. The mere fact that vast industrial interests demand trade schools in the United States to supply them with skilled labour, of which they are in need, indicates the presence of a real problem in primary and secondary education, and to us there is no issue out of the difficulty unless scientific education and manual handwork are combined together.

"Considering our educational system seriously, we must acknowledge that there seems an element of absurdity in taking the majority of the children of any community and educating them as though, in life, they were to be chiefly concerned with literature and art, and the luxuries of life, and not at all with labour and industry. We are too apt to forget that the hand is the very tool which examines, compares and judges the data of experience. Handwork constitutes a part of child nature, and its introduction into the schools will develop the child from its productive and material side, and give it an opportunity for self-acquired concepts of industrial manipulations and processes. It is mainly for this reason that handwork is coming into the schools, for it is at last recognized that the traditional

Clay Modelling, Normal School, Ottawa.

Room for Elementary Industrial Arts, Normal School, Hamilton.

methods, so long perpetuated in our schools, do not meet the requirements of to-day. The cry to-day is for more practical instruction, and we fail to see why hand-skill should not precede trade training, just as much as mental training a literary or scientific career. We must not overlook the fact that the manual dexterity and knowledge of mechanical principles, acquired at school, will be for many boys the immediate stepping-stone to profitable employment. We are well aware that this training will not increase the output of Angelos, any more than our literary system has effected a slump in Shakespeares. It will, however, raise the standard of mechanical skill, as well as maintain the intellectual average.

"The broader the education of the individual the better the citizenship of our land. No matter how well educated a man be in the ordinary acceptance of the term, if it stops there, his learning is one-sided and lacks the breadth only to be attained by training of both hand and brain.

"Dean Balliet, of Columbia College, New York, one of the foremost educators of the day, declares that the trades school is coming to stay, and says that 'ten years from now a boy will start for school with a kit of tools instead of a strap of books on his shoulder.' This is the view also of many other prominent educators. The man with the hoe, as well as the man with the hammer and saw, or the man at the forge is now fast coming to the front to take his place in the great problems of life, but it must be the trained arm and the skillful eye which direct these affairs, for the unskilled will fare worse than before."

The regulations are as follows:

"1. The Public or Separate School Board of Trustees in a Village or a Town, that provides and maintains a department for teaching the Elementary Industrial Arts, employs a teacher with a Departmental Certificate in these subjects, and provides accommodations and equipment satisfactory to the Minister of Education, shall be paid by the Minister an initial grant not exceeding $50 and a subsequent annual grant of $30 for each school approved by the Minister, from any appropriation made by the Legislature for instruction in these subjects.

"2. These provisions shall not apply to any School Board receiving grants for Manual Training. Manual Training can be satisfactorily carried out only where preparatory training is given in the Elementary Industrial Arts, and the grants made for Manual Training under Regulation 150, of 1904, cover both Elementary Industrial Arts and Manual Training.

"3. The School Board shall provide the necessary tools, materials, anad other requisites, with facilities for storing the same when not in use, and suitable classroom accommodation for carrying on the instruction.

"4. The accounts of the Course in Elementary Industrial Arts shall be kept separate from the general school expenditure, and the grants made must be expended solely for this course.

"5. Much of the work of the course in Elementary Industrial Arts may be done out of school hours, but a definite place must be provided for it in the time table, satisfactory to the Inspector of Technical Education.

"6. On the report of the Inspector of Technical Education that the organization and the teaching are satisfactory, an annual grant of $30, in addition to the regular salary paid by the School Board, will be paid by the Minister out of any appropriation made by the Legislature for this purpose, to each legally qualified teacher who holds a certificate in Elementary Industrial Arts, and who gives instruction in accordance with the regulations of the Department of Education.

Clay Modelling, Normal School, Hamilton.

Elementary Industrial Arts, London Normal School.

"Suitable forms of work should be taken in every grade, being carefully planned so as to make adequate preparation for that of the next higher. Where practicable, one teacher, or where necessary two teachers, should take the whole of this subject, moving from class to class. In this way the teachers will be able to keep in view the final purpose and to regulate instruction and methods so as best to achieve it. Where the organization renders the employment of two teachers necessary, frequent conferences should be held between them so as to harmonize instruction and methods.

"If there are a number of large boys in the school, the carpentry may well expand within a year or two, so as to include building a small shop on the school grounds and fitting it up for working purposes.

"Under specially favourable circumstances it will not be difficult to include in the course the making of plans for the construction of farm buildings of the simpler sort. Exercises may be given in the sewing of leather and in the splicing of ropes, finding practical application in the mending of harness, making of halters, etc., as the necessities of the farm and home may require. Some exercises in painting and glazing may also be given, and opportunities are not lacking for applying the knowledge thus gained on the school or farm buildings.

"As the work is intended to have special reference to the industries of the district, specimens of the articles manufactured, both complete and in process, should be collected, and thus the nucleus of a live museum formed, which would provide a valuable aid to the instruction given. Manufacturers are usually willing to donate specimens for this purpose.

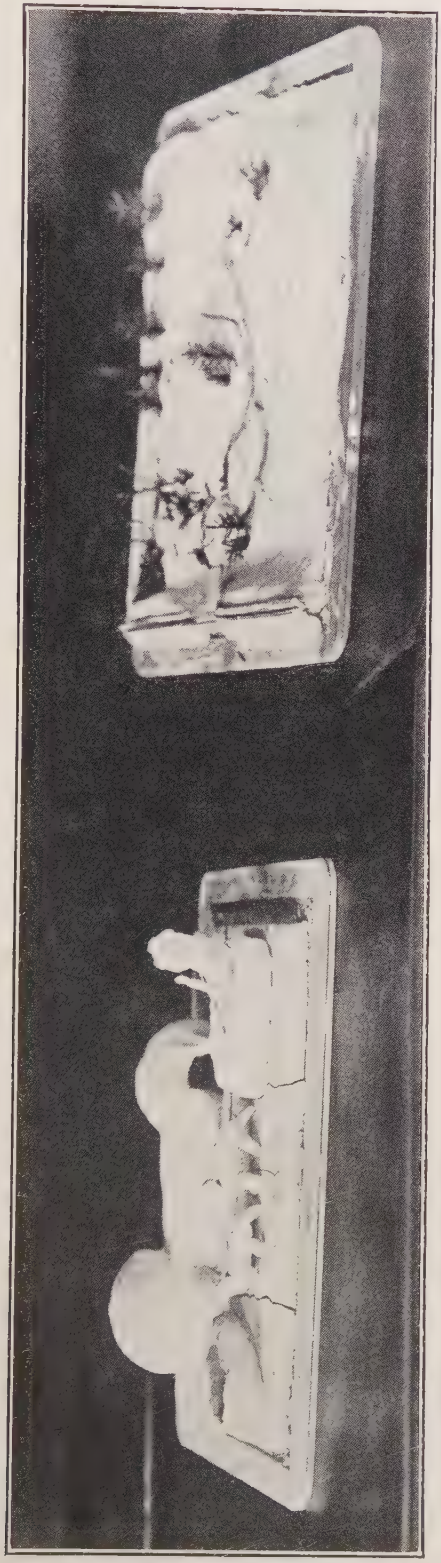
"Employers and manufacturers should be invited to give periodical talks to the pupils on the particular trades in which they are engaged, the articles they manufacture, the processes they undergo, the materials from which they are made, and the countries from which they come. The information thus obtained should be afterwards used for composition exercises, etc.

"Every opportunity should be taken to show the pupils by practical examples that the work they are doing is calculated to be of industrial service to them. When working in any material, references to the trade in which it is employed should always be made. The pupils who show special aptitudes along these lines should have special facilities offered them to induce them to stay a year longer in school in order to take up advanced work.

"Visits to shops, buildings, factories, etc., should be undertaken under guidance. Before these visits the pupils should be given some information about the particular trade concerned, and receive some instruction regarding the vital points of the industry. After a visit of this kind the pupils should always be required to reproduce in intelligible form the information gained.

"Periodical exhibitions will do much towards increasing the interest of the parents and thus securing their co-operation. The local press should also be made use of in this connection. In the preparation of work for an exhibition the teacher should guard carefully against the temptation to actually perform any of the operations. Every pupil should be able to say, with truth, that the whole of the work is the product of his own hands. It should always be remembered that the training of the pupil and not the making of the object is the final end in view."

Much thought is being given by those interested to the curriculum in these subjects. On the one hand it is contended that the teacher should be left absolutely free to follow the dictates of her own judgment and on the other that a definite course should be provided.



Illustrative Clay Modelling, Stratford Normal School.

Illustrative Clay Modelling, Stratford Normal School.

In the evolution of time it should be possible to provide such a course as will secure definite teaching and yet leave the teacher free to exercise her own individuality.

Much good work is being done in the grades in various parts of the Province—notably Toronto, London, St. Thomas, Rittenhouse School and Brockville—but the subject is not yet sufficiently general. The remedy lies in the hands of the Public School teachers, who have it in their power to see that these subjects receive their fair proportion of time in the school programmes. During 1909 a committee of the Ontario Educational Association was engaged in a suggested revision of the School Curriculum and in that revision occurs the following course in Elementary Industrial Arts:

"NOTE.—A well illustrated manual should be prepared for each form. This should contain sketches and drawings of suitable objects, with suggestions for modifications, information as to materials and methods and such other help as will enable the teacher without training to undertake this work in the schools.

"The object of training in the industrial arts is mental development and physical control, and in a secondary degree to give some elementary ideas regarding industrial life. The making of things and the achievement of skill, while exceedingly important, should at first be subsidiary to the thought processes involved and the exercises should sustain the child's interests, take advantage of the child's desire to construct, and the objects themselves should bear some definite relation to each other.

"Constructive work should make the ability to do a part of the knowing, and should incorporate knowledge into habit and theory with practice. The amount of work accomplished is unimportant in comparison with the mastery of correct methods and the formation of good habits. Every opportunity should be given the pupils to modify given type models or to design new ones, and in the lower grades to rearrange given units or create new combinations. All of the work should have in it the elements of beauty in construction, in proportion, and in decoration. Though we may not be able to add to the quantity or the variety of the material, we can modify its form and we can arrange it in new combinations. The making of new forms and combinations, the giving of definite expression to ideas and mental images, the rendering of the inner outer, is the great Frœbelian doctrine of creativeness.

"*Grade I. or Junior I.*

"Papercutting, tearing and folding.

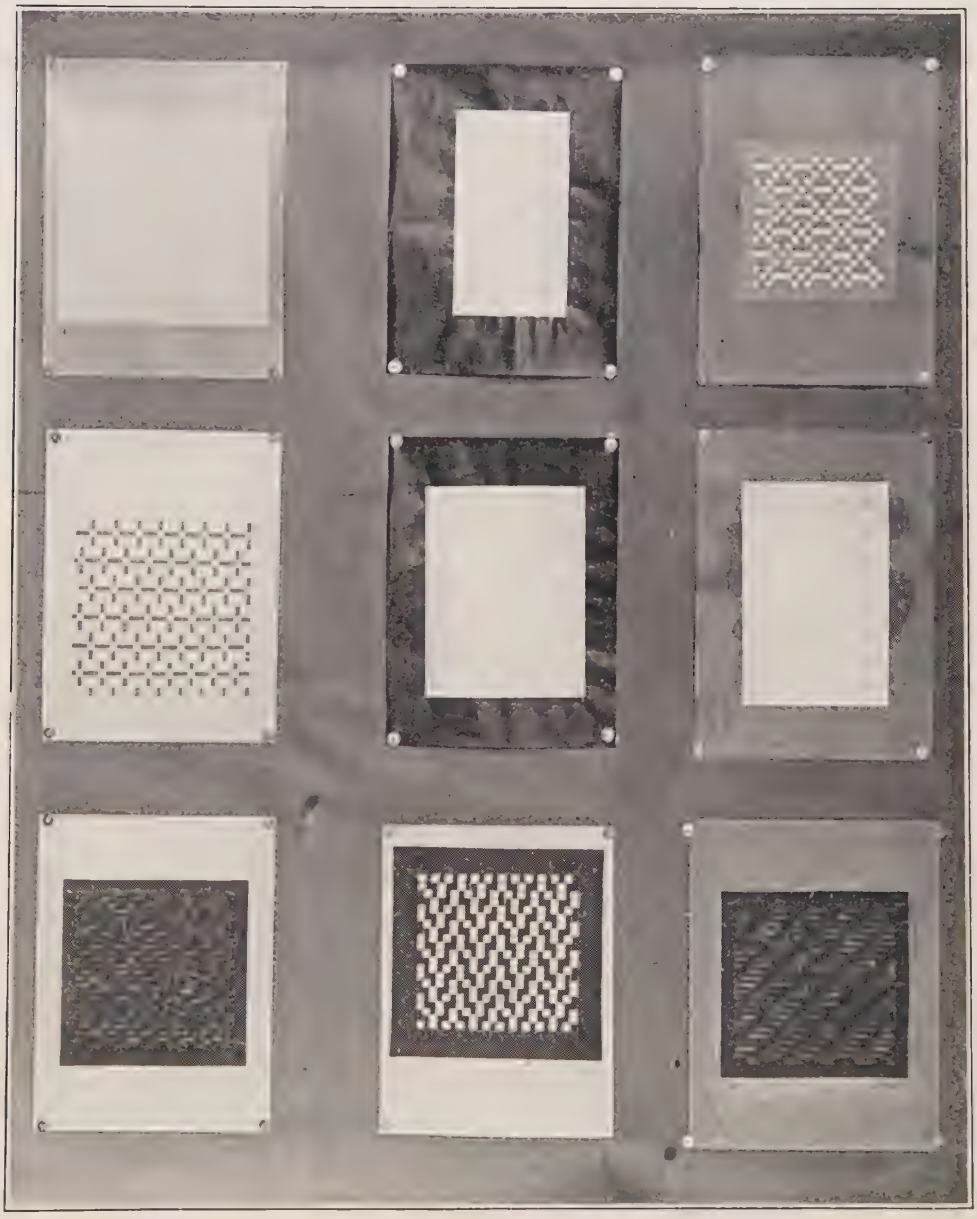
"*a.* Representation of common objects such as leaves, flowers, fruits and objects to be found in the school and the home.

"*b.* Illustrations of stories or parts of stories from reading books, fairy stories, seasons, games, such as The Three Bears, Jack and the Bean Stalk, Christmas, Skating, Basket Ball, Tobogganing.

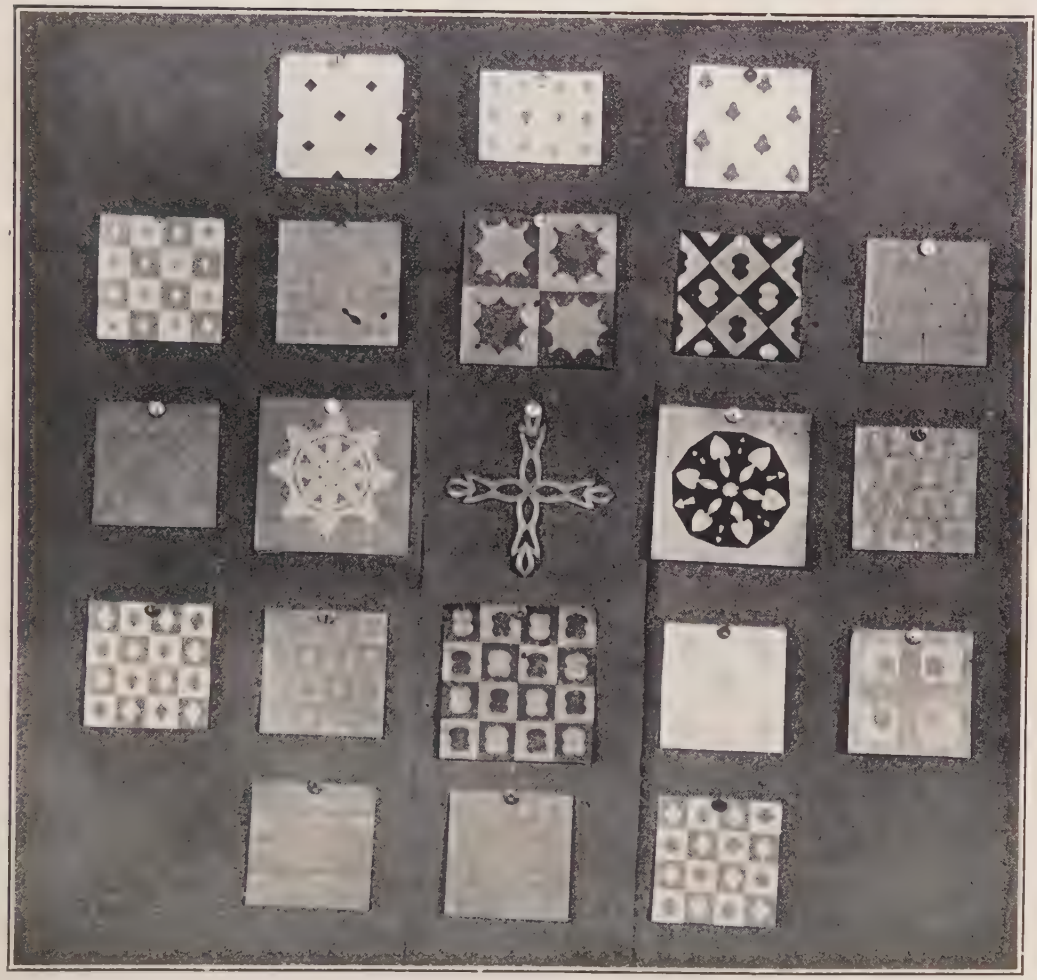
"c. Folding to teach simple geometrical figures—square, rectangle, right-angled triangle.

"Making of Objects.

"The work here should be grouped round some centre so that each object made shall have some definite relation; e.g., the furnishing of a doll's house with paper furniture supplies ample material for a year's work. These articles can all be



Mat Weaving, Stratford Normal School.



Paper Tearing and Cutting, London Normal School.

made from simple foldings, and at this stage no closer measurement than half an inch should be required.

" Clay Modelling.

" Representation of natural objects, as orange, apple, onion, tomato, potato, egg, simple leaf. Common objects, as box, bird's house, small loaf of bread, cup (without handle) and saucer, flower pot and saucer, basket, tea set and tray.

" NOTE.—In the above, all modelling should be done from the actual object, as many being provided as will enable each child to make a thorough examination.

" Free Modelling.

" NOTE 1.—Under this head the children should make what they wish, and should be encouraged to invent forms and patterns for themselves.

" NOTE 2.—Clay modelling should be so treated as to become an aid to conception of form. It should also be correlated with Nature Study.

" Grade II. or Senior I.

" Paper Cutting.

" Cutting of objects that require finer work than in Grade I. Illustration of stories, common land and water forms as taught in the geography course for this grade. Simple geometric figures—circle, equilateral triangle. Cutting and mounting pictures, drawings, calendars. Rule, colour and cut geometric forms, and use the same as units in building up patterns and borders.

" Making of Objects.

" Stouter paper than in Grade I. to be used. Make a large envelope to contain cuttings and drawings. Objects made should be more accurately constructed but still be related. Suitable centres round which the work may be grouped are transportation, trades and industries, buildings, gardens, shops, postal service, fire department. One or more of these should be developed. Making book covers.

" Clay Modelling.

" Representation of natural objects requiring more detail than in Grade I., such as maple-leaf, tomato. Modelling from memory, using any well-known objects, such as loaf of bread, bottle, small bowl.

" Free Modelling.

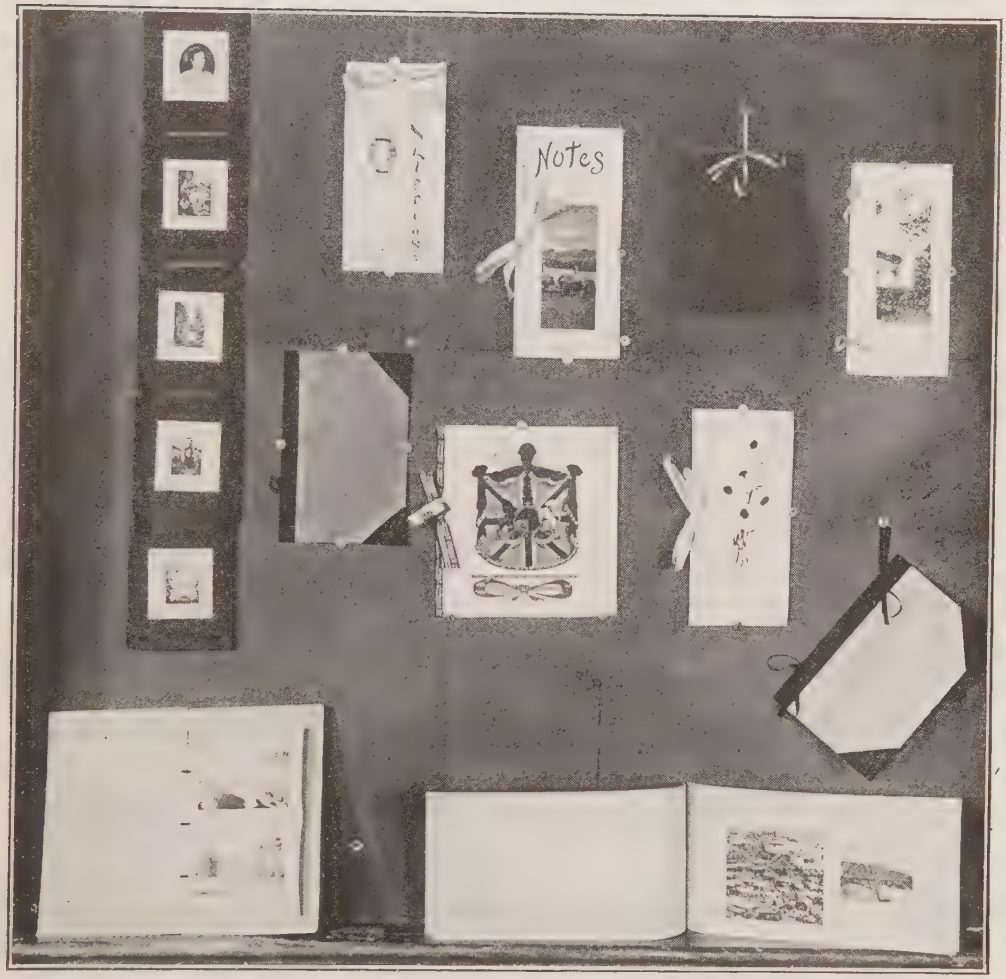
" Grade III. or Junior II.

" Paper.

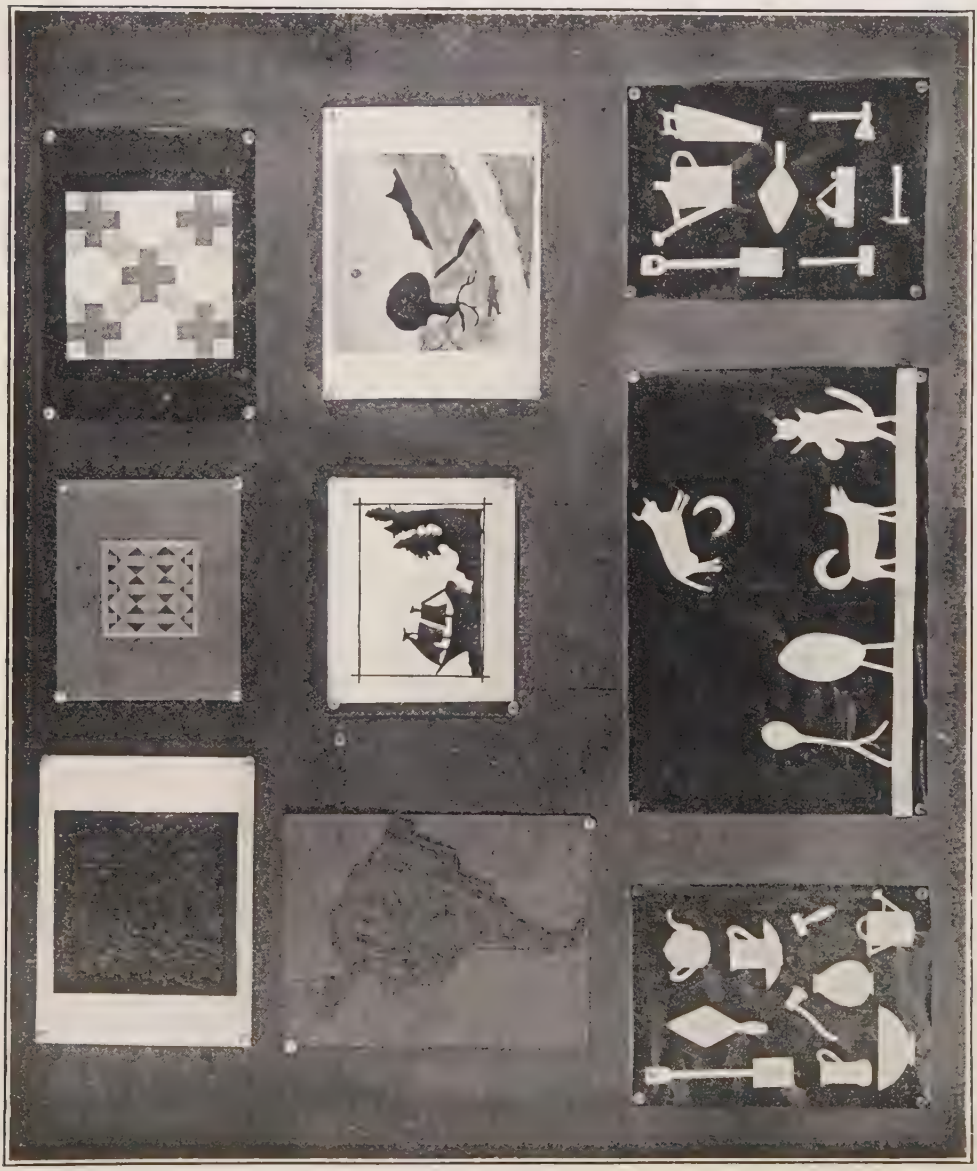
" Continue work of Grade II., but requiring greater accuracy in measurement and introducing quarter-inch measurement. Review the geometric figures taught in previous grades. Each form should be studied separately, and names and properties developed. Objects such as wall pockets, boxes, trays, baskets, boats, windmill. At this stage simple appropriate design may be used in the decoration of the object.

" Clay Modelling.

" Representation of natural forms such as apple, beet, leaves of trees in the neighbourhood, apple and twig. Representation of common objects such as cup



Portfolios, Stratford Normal School.



Paper Cutting, Stratford Normal School.

with handle, saucer, flower pot, piece of coal. Illustration of the land and water forms taught in this, and the previous grades and combination of several of these in a simple relief map.

" Grade IV. or Senior II.

" Cardboard Modelling.

" Light-weight cardboard to be used. The use of the compasses in the construction of the hexagon and the octagon. Making of various objects based on the triangle, hexagon and octagon, such as candy boxes, trays, twine holders. Measuring various simple objects such as chalk boxes, pencil boxes, and drawing to full and half scale. Modification of given patterns. All geometrical terms taught in previous grades should be thoroughly reviewed. Making simple repairs to damaged books.

" Grade V. or Junior III.

" Cardboard Modelling.

" Continuation of cardboard modelling, introducing cutting with the knife. Making of objects composed of two or more pieces such as match holders, whisk holders. Cutting picture mats. Solid figures, such as cube, square prism, hexagonal prism. Review full and half scales and introduce quarter scale. Plan of school room and school grounds, properly dimensioned and lettered. Each pupil to take his own measurements, introducing arithmetical calculations in the working out of the scale.

" Grade VI or Senior III.

" Mechanical Drawing.

"Use of drawing board, tee square, set square and compasses. Simple plans and elevations properly lettered and dimensioned. Scales one-half, one-quarter and one-eighth and their use in industrial life.

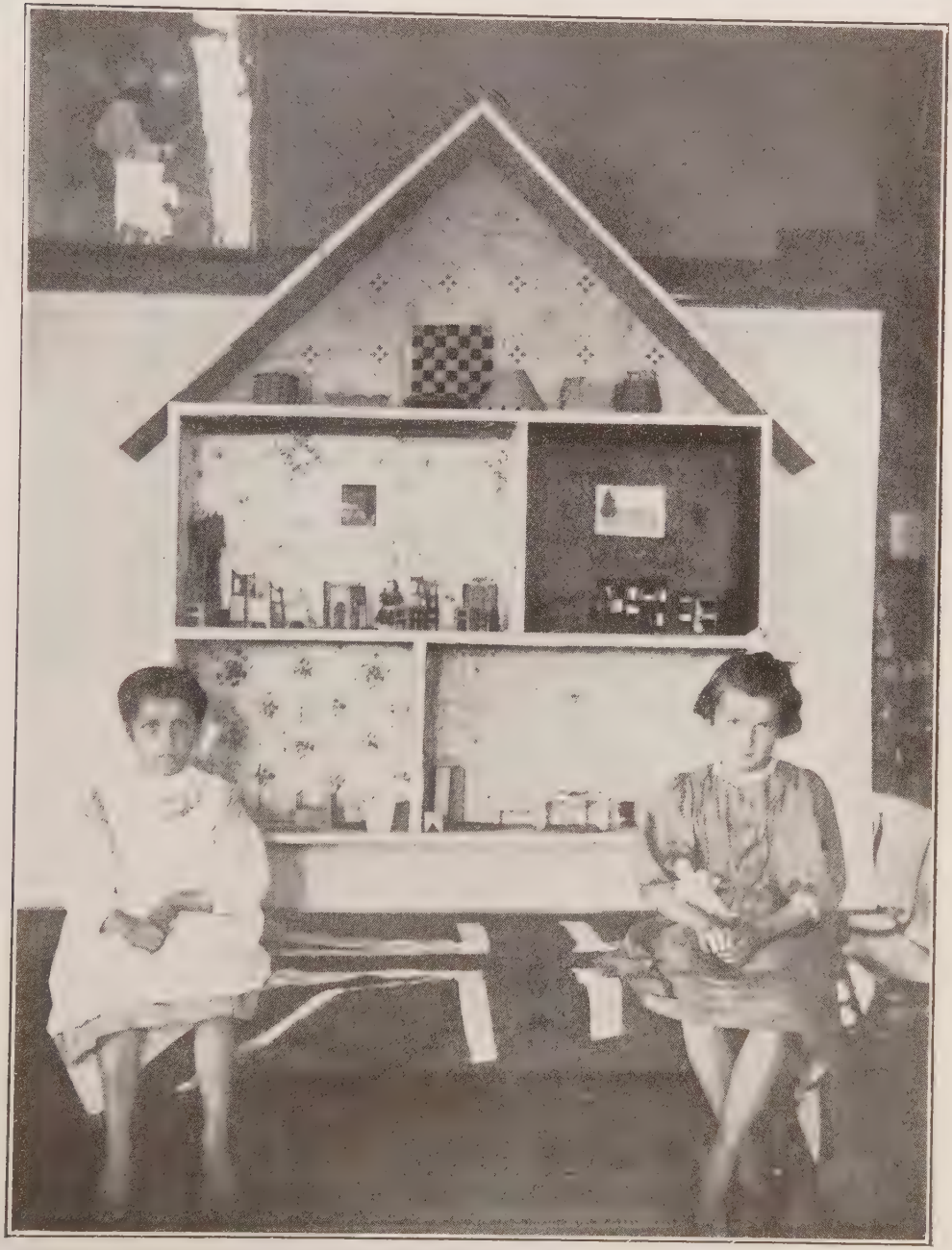
" Work in Thin Wood.

"One-piece models such as top, plant labels, pencils sharpeners. Models consisting of two or more pieces such as brackets, flower ladders, toy furniture, flower-pot stands. Use of brads, screws and glue. Basswood either three-sixteenths or one-quarter of an inch thick is the best wood for this purpose. The desk-top should be protected by a sheet of stout mill board. Talks on basswood and pine.

" Grades VII. and VIII. or Junior and Senior IV.

"The work of these grades should be taken in a properly equipped manual training room, but where this cannot be obtained, much good and useful work can be done by the provision of one or two benches. Every rural school should have at least one bench with a set of tools. In some cases a long bench fixed to one of the walls of the class-room will be found best. Where no provision can be made for a bench of any description, the knife work of the previous grade should be continued with much greater stress on the mechanical drawing. Use of simpler wood-working tools, as saw, chisel, plane, rule, gauge. Exercises embodied in a complete useful model, and intended to give facility in the use of these tools, as laying out and truing up pieces to dimensions; cutting grooves; making of

Clay Modelling, Stratford Normal School.



Doll's Play House, Rittenhouse School.

objects easily constructed and either useful or ornamental, as rulers, key-racks, boxes, brackets, brushholders, penracks, inkstands, school apparatus. Short talks on the construction of tools and on the material used."

II. Manual Training.

Of all educational movements in recent years the manual training movement is the one that has made the most rapid progress. The time has gone by when it is necessary to advocate its introduction into the public school. It is carrying itself along by its own momentum and every fresh centre opened is a striking object lesson the meaning of which cannot be ignored. Any educational authority considering the advisability of installing an equipment only needs to see a class of boys at work under the right kind of teacher to be at once convinced that this kind of education is something not only that the boy needs but that the nation of which he forms a part is just as much in need of. "Manual training is the greatest thing that has come into our public schools. It is the one and only bridge over which the boy can walk into that world of activities he sees everywhere around him. Let us make that bridge as firm and solid as it possibly can be made, reconstructing every weak spot." During the year eight new centres have been opened as follows: North Bay Normal School, Peterborough Normal School, St. George's School, London, Simcoe St., London, Lorne Ave., London, Peterborough Public Schools, Sault Ste. Marie, Technical School, Hamilton. This movement practically started in the Province, as far as the public schools were concerned, in 1900, though for many years before a well equipped mechanical training department was successfully maintained at Woodstock Baptist College. This department has the honour of being, as far as I am aware, the oldest mechanical training centre in the Dominion. The growth of the work since that date is best shown by the following table giving the year when each centre was opened:

Progress of Manual Training in Ontario: the Centres opened each year since 1900.

1900—
Kingston.
Brantford.
Brockville.

1901—
Stratford.
Renfrew.
Woodstock.
Givens Street, Toronto.
Dufferin, Toronto.
Wellesley, Toronto.
George Street, Ottawa.
Creighton Street, Ottawa.
Cambridge Street, Ottawa.
Normal School, Ottawa.

1902—
Cobourg.
Broadview Boys' Institute, Toronto.
Normal School, Toronto.

1903—
Essex.
Guelph Public Schools.
Berlin.
Collegiate Institute, Hamilton.
Normal School, London.

1904—
Ingersoll.

1905—
Cornwall.
Alvinston.
Guelph Consolidated.

1906—
Lansdowne, Toronto.
Queen Alexandra, Toronto.
Bolton Street, Ottawa.
Cartier Street, Ottawa.
Glashan School, Ottawa.
Elgin Street, Ottawa.
First Avenue, Ottawa.
Wellington Street, Ottawa.
Slater Street, Ottawa.
St. Thomas.

1907—
Rideau Street, Ottawa.
Galt.
Owen Sound.
George Street, Toronto.

1908—

Rittenhouse School, Jordan Harbour.
Percy Street, Ottawa.
Osgoode Street, Ottawa.
Dewson Street, Toronto.
Wentworth Street, Hamilton.
Caroline Street, Hamilton.
Stratford Normal.
Brantford Public Schools.

1909—

North Bay Normal.
St. George's, London.
Simcoe Street, London.
Lorne Avenue, London.
Peterborough Public Schools.
Sault Ste. Marie.
Peterborough Normal.
Technical School, Hamilton.

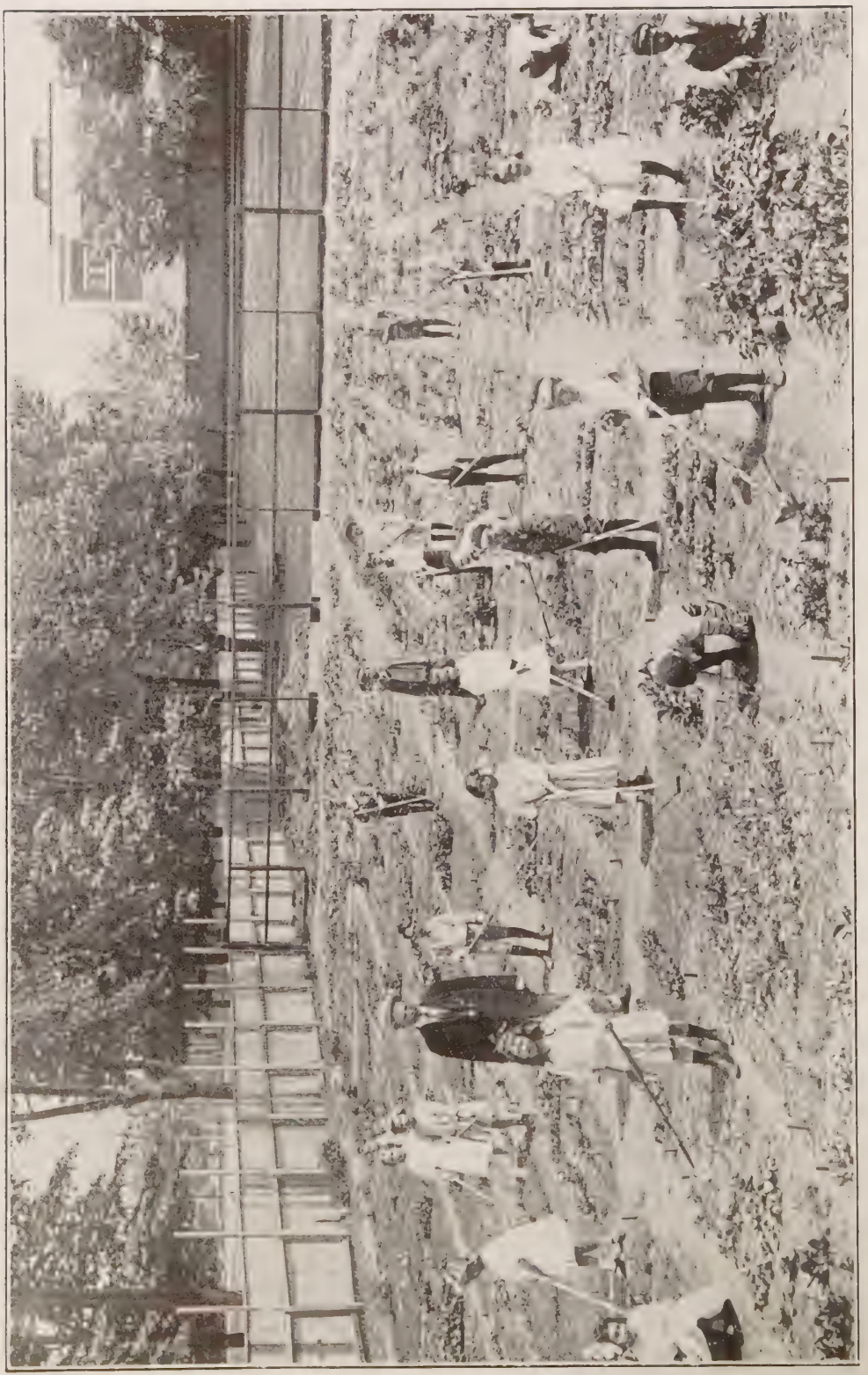
The value of the equipment installed in the above centres is over $40,000. In the majority of cases the boys from Public Schools, Collegiate Institutes, and Separate Schools attend the same centre on different days and this arrangement works quite satisfactorily as, in the greater number of the smaller cities and towns, there are not sufficient pupils in any one of the three branches mentioned to employ the whole time of one teacher. There are six places in the Province that have Manual Training in the Public Schools and yet are without it in the Collegiate Institutes, viz., Brockville, Toronto, Ottawa, Guelph, Cornwall, London; and two places that have Manual Training in the High Schools and are without it in the Public Schools, viz., Kingston and Essex. Whichever way this is considered, it is a decided disadvantage. The Collegiate Institute should continue to extend the work of the Public School Manual Training to wood turning and metal work, and where Manual Training is absent from the Collegiate the boy entering from the Public School in the places named is deprived of the work just at that stage when he has begun to find it beneficial and to have some direct relation to his life's work, and in those cases where a boy takes Manual Training for the first time in the Collegiate he has to spend his time on elementary problems and processes which should have been accomplished long before.

The method of carrying on Manual Training is generally to equip a room with a number of benches (12 to 25, according to the regulations), and the necessary tools, of which a full list is given in the report for 1907. In the smaller places one centre is generally sufficient to accommodate all the boys from Public, Separate and High Schools eligible to attend. In the larger places more centres are required, both in order to accommodate all the pupils and also to minimize the waste of time in travelling from school to centre and from centre to school. In all but a few centres to be mentioned hereafter, ordinary bench work in wood is carried on. The photographs given throughout the report show the general character of the work done. In the practical carrying on of Manual Training it is still necessary for me to direct attention to the following points:

1. Character of the Room.—The words of the 1906 report are still applicable:

"In a number of cases the rooms are attractively decorated with models, specimens of timber, charts of trees, etc., all relating to the work carried on. In one or two instances enough attention is not being paid to the appearance of the room. The surroundings in which a boy works have unconsciously a great influence on his character and the quality of the work accomplished. A Manual Training room should not be regarded as a general lumber room in which to store objects that are thought to be unsightly in the ordinary class room.

"Undoubtedly the best plan in introducing this work is to have it carried on in a separate building distinct from but communicating with the school. This plan has, however, chiefly owing to financial conditions, not been generally followed. Stratford, Brantford and Berlin have erected special buildings which are proving all too small for the growing requirements of the work. Brockville has adapted an old school building which is proving eminently suitable. Ingersoll



School Gardens, Model School, Ottawa.

Plan of Ottawa Model School Gardens.

has hired rooms away from the school, but in every other instance an ordinary school class room has been adapted, and though this plan has some disadvantages it is serving very well. A common practice in the new Public School buildings in New York City where only one room is devoted to bench work, is to place the room at the top of the building. The size of the room is, of course, determined by the number of the benches to be installed. A space of thirty feet by forty feet will meet all the requirements for twenty-four benches. Abundant light is absolutely essential for work of this kind and for this reason a corner room is more desirable than one having windows on one side only. Where artificial light is necessary drop lights should be placed on the back left hand corner of each bench as well as elsewhere about the room. It is customary in the best equipped rooms in the United States to set aside a portion of the room for demonstration purposes. This is a practice which, owing to considerations of space, we have unfortunately not been able to follow. It is hoped, however, that as new rooms are erected specifically for Manual Training purposes provision will be made for this. This demonstration equipment generally consists of seats or benches for the number of pupils in the class, a work bench and set of tools for the teacher and a blackboard of ample dimensions. The seats should be arranged on a raised platform of two or three tiers so that each student may have an unobstructed view of the work being done on the teacher's bench. At this bench the teacher performs various operations and manipulations in giving instruction to the class. A departure from this method is seen at the Ethical Culture Schools, New York. For demonstration purposes a room connected with the workshop was taken and fitted up as an ordinary class room, but with the addition of a demonstration bench. A swinging blackboard is fitted into the wall separating the two rooms. When the class passes into the bench room the board is swung about a central pivot and the drawings serve as working drawings for the class at the benches. If necessary the demonstration room can be used as a regular class room.

"The rooms being occupied in various parts of the Province are generally lacking in storage accommodation. Though not indispensable, a storage room about fifteen by eighteen feet is highly desirable. In this room can be stored various kinds and sizes of lumber in such manner that any piece required may be readily selected. Pigeonholes or cupboards should also be provided for storing cut-up material, hardware and other purposes."

A teacher's room, say 8 feet by 10 feet, is also a great advantage. This should be furnished with desk and cupboards for storing drawings, blue prints, maps, books, etc.

2. Working Drawings.—By far the weakest part of Manual Training is the mechanical or working drawing. The actual wood work or metal work should not be regarded as of greater importance that the "working drawing," but adequate attention should be paid to each. While the drawing generally proves less attractive than the actual construction its educational value is no less and its execution is necessary in order that the actual work of construction may be intelligently done. In place of the working drawing a freehand dimensioned sketch may accordingly be substituted. The practice of rapid freehand sketching is too much neglected and the boy who possesses the ability to rapidly transfer his ideas to paper always has clearer thoughts and is a more desirable workman than one who has not this power. There are few boys who will really be called upon to act as mechanical draughtsmen, yet all will find the power of rapid sketching beneficial and remunerative. Working drawing should occupy a more important place in the school

School Gardens, Model School, Ottawa.

Woodwork, Hamilton Collegiate Institute.

curriculum. It is a necessary preliminary to the making of all constructed forms. It is really an artisan language. The teaching of working drawing should give some skill in the technique of mechanical draughting while at the same time it offers opportunity for developmental training.

(1) It should familiarize the child with plans, the reason for their making and the manner of reading them. It should give him a knowledge of their use in all forms of constructive industry.

(2) It should give ability to make a working drawing, *i.e.,* to represent objects in plan and elevation, and should familiarize the pupil with the use of the drawing board and draughting instruments.

(3) It should develop carefulness and accuracy in planning, dexterity in the manipulation of tools and neatness in execution.

(4) It should develop ability to analyze, to see in an object those parts which must be drawn to show its construction, and power to mentally assemble and form a conception of the completed object when the various parts are presented.

(5) It should develop imagination and originality through the planning of new forms and the study of constructive designs.

(6) Above everything it should cause the pupil to turn naturally to working drawing as a form of expressing a technical shorthand, giving information not to be otherwise conveyed save in elaborate and involved explanation.

Considering the importance of drawing in all the industries, too much stress can hardly be placed on the subject. Any system of Manual Training that neglects it is not fulfilling its position and it is certainly not possible to have any form of Technical Education without attaching the greatest importance to the subject.

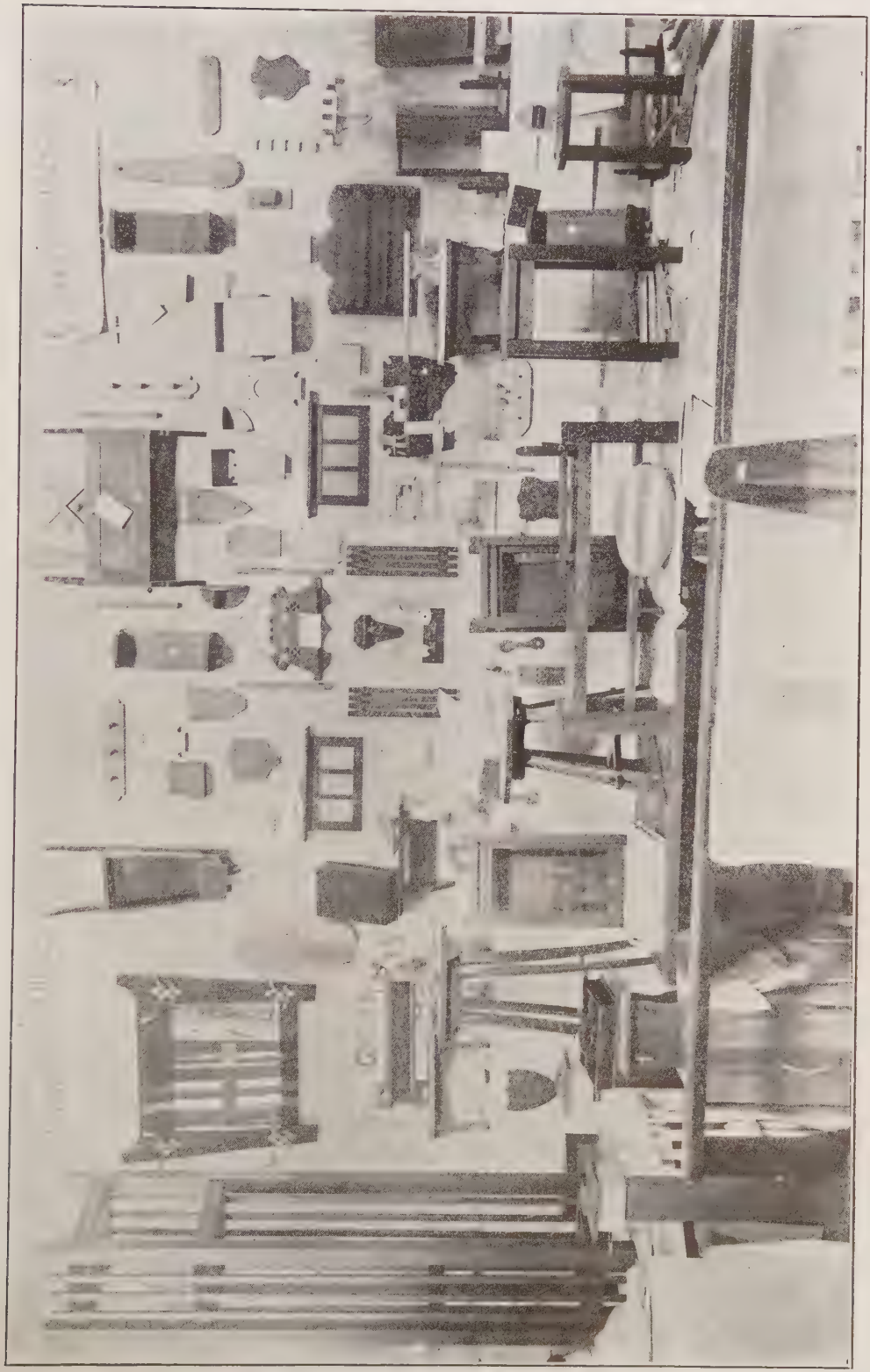
3. The third point to which attention should be directed is the question of records and registration. A copy of an actual Manual Training register in which attendance and work done is carefully recorded should be kept. It should be possible to see from such a record the work done by each pupil and the time taken to do it. In addition to this a stock list and a list of books and appliances should be kept and periodically checked.

III. Household Science.

Household Science is now carried on in the following centres, in addition to several private and semi-private institutions: Brantford; Stratford Public Schools; London Collegiate Institute; Caroline Street School, Hamilton; King Edward School, Hamilton; Technical School, Hamilton; Toronto Technical School; Berlin Collegiate Institute; King Edward School, Toronto; Winchester Street School, Toronto; Guelph Public Schools; Ingersoll; Wellesley School, Toronto; Parkdale School, Toronto; Guelph Consolidated School; Brockville; Queen Alexandra School, Toronto; Woodstock; Galt; Kingston; Owen Sound; Wentworth Street School, Hamilton; Dewson Street School, Toronto; Woodstock; Peterboro' Public Schools; Peterboro' Normal School; Toronto Normal School; North Bay Normal School; Ottawa Normal School; Stratford Normal School; London Normal School; Macdonald Institute; Lillian Massey School, Toronto; Belleville; Broadview Boys' Institute, Toronto.

Throughout the Province excellent work is being done and the movement is making gratifying progress. The schools generally are well equipped, but are

Work of Evening Classes, Guelph Board of Education.



Work of Guelph Public Schools.

almost without exception lacking in illustrative material. In every Household Science Department there should be a collection of food products both in their raw and manufactured states. Various manufacturers send out specimens showing the processes their goods undergo during the course of the manufacture. Charts showing the chemical composition of various foodstuffs should be provided and every effort made to obtain such a collection of charts, illustrations and specimens as will give life and vitality to the multifarious problems that Household Science should deal with. Charts and models illustrating the principles of plumbing and ventilation might also be provided.

The same criticism may be made this year as has been made in previous reports, that Household Science, as at present taught, consists almost entirely of cookery. The teachers themselves recognize that this is a very narrow interpretation of the term, but are almost powerless in the matter. When it is remembered that the lesson lasts only from one to two hours, and that only once a week, and that both Manual Training and Household Science are the first subjects to be cut off in the case of examination pressure, etc., it will be seen that the teacher is seriously handicapped. Notwithstanding these difficulties many teachers are incidentally giving much valuable information in regard to general housekeeping, sanitation, care of the young child, needlework, etc. Wherever possible a dining room table equipment and furniture should be provided and lessons given on table-setting and serving meals. Serious attempts are being made in some centres not only to get out of the subject all its cultural value, but also to make it of direct practical use by providing lunches for those pupils who stay at school during the noon hour. Much more attention is being paid than formerly to the preparation of the complete meal and the criticism that the girl attending a Household Science Class can only cook "half a potato," is heard much less than used to be the case. At many places—Stratford, Brantford, Ottawa, Toronto, Galt, etc.—luncheons for public functions have been cooked and served by the girls with great success. Here is a newspaper account of such a meal:

"Collegiate Girls Serve Dainty Meal.

"Members of Board of Education and Officials Were Guests to Luncheon.

"Ten years ago if anyone had had the temerity to tell the mothers of the land that in the basement of a high school a young woman not much older than they were could teach their young daughters all about getting together, cooking and serving an exceedingly palatable meal, he or she, as the case might be, would have been treated with silent derision.

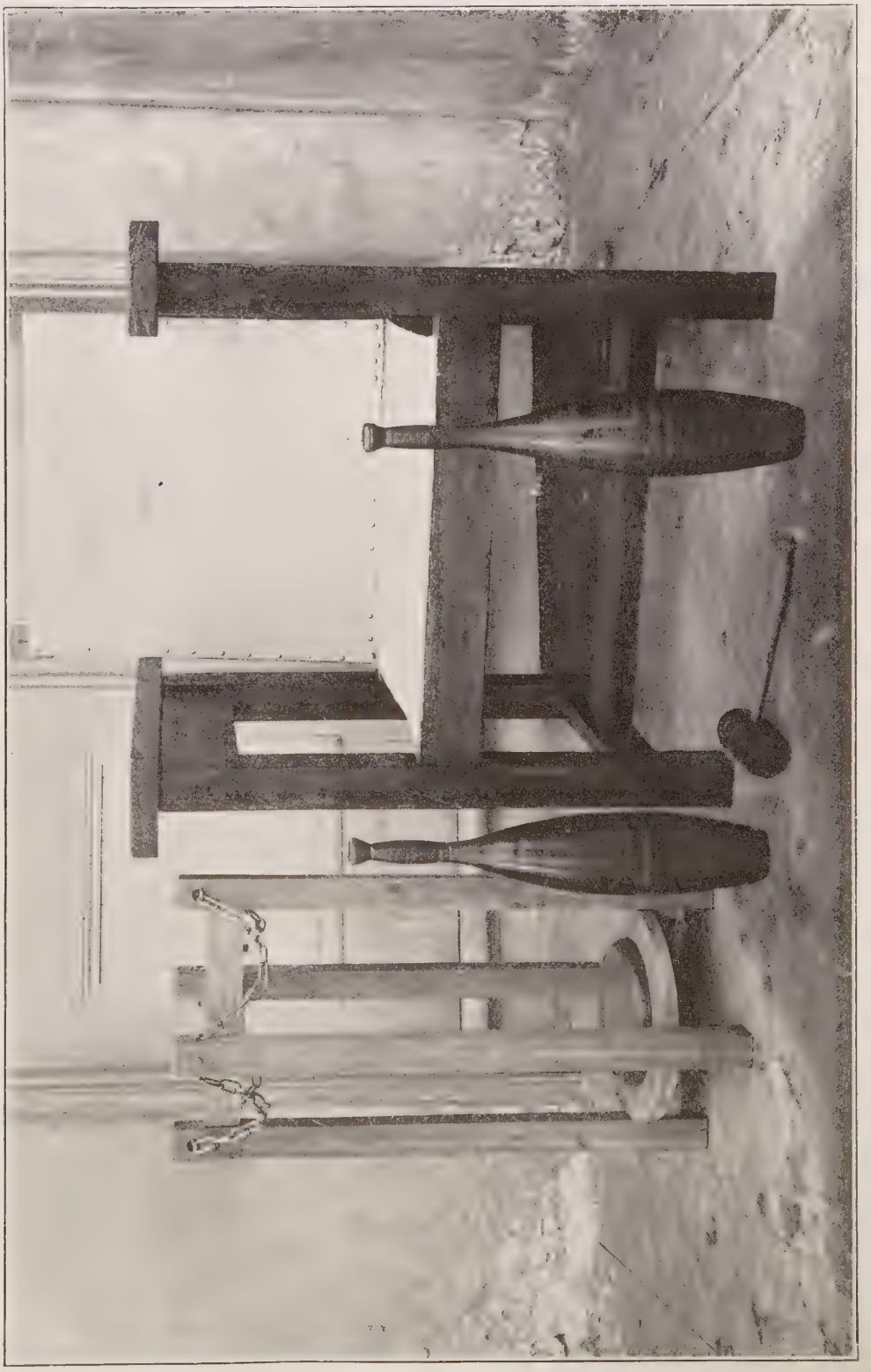
"That's all past now, for to-day at noon in the up-to-date, though simple dining room of the collegiate institute Miss MacPherson and her staff of youthful assistants entertained the members of the Board of Education and attendant officials to luncheon.

"Course Dinner Served.

"Some fifteen altogether sat down and a regular course dinner was served up by two charming little maids in white frocks who went through it all without even spilling the soup in the olives—nice potato soup it was, too.

" It was complete and tasty and thoroughly enjoyable and up-to-date, and was a real eye-opener to any members of the board who might have come to regard household science as a fine thing theoretically, but really not up to a great deal on a cold day with a big appetite.

Brockville Evening Class Work.



Brockville Evening Class Work.

"Something to Talk About.

"They were thoroughly disillusioned, however, to-day, and as Chairman Westervelt expressed it, after Miss MacPherson had taken the group picture, they liked it so well that the members were half inclined to sit around and talk about it. However, the bell rang and everybody went up to lessons, while the members strolled back to work marvelling greatly that such things had come to pass."

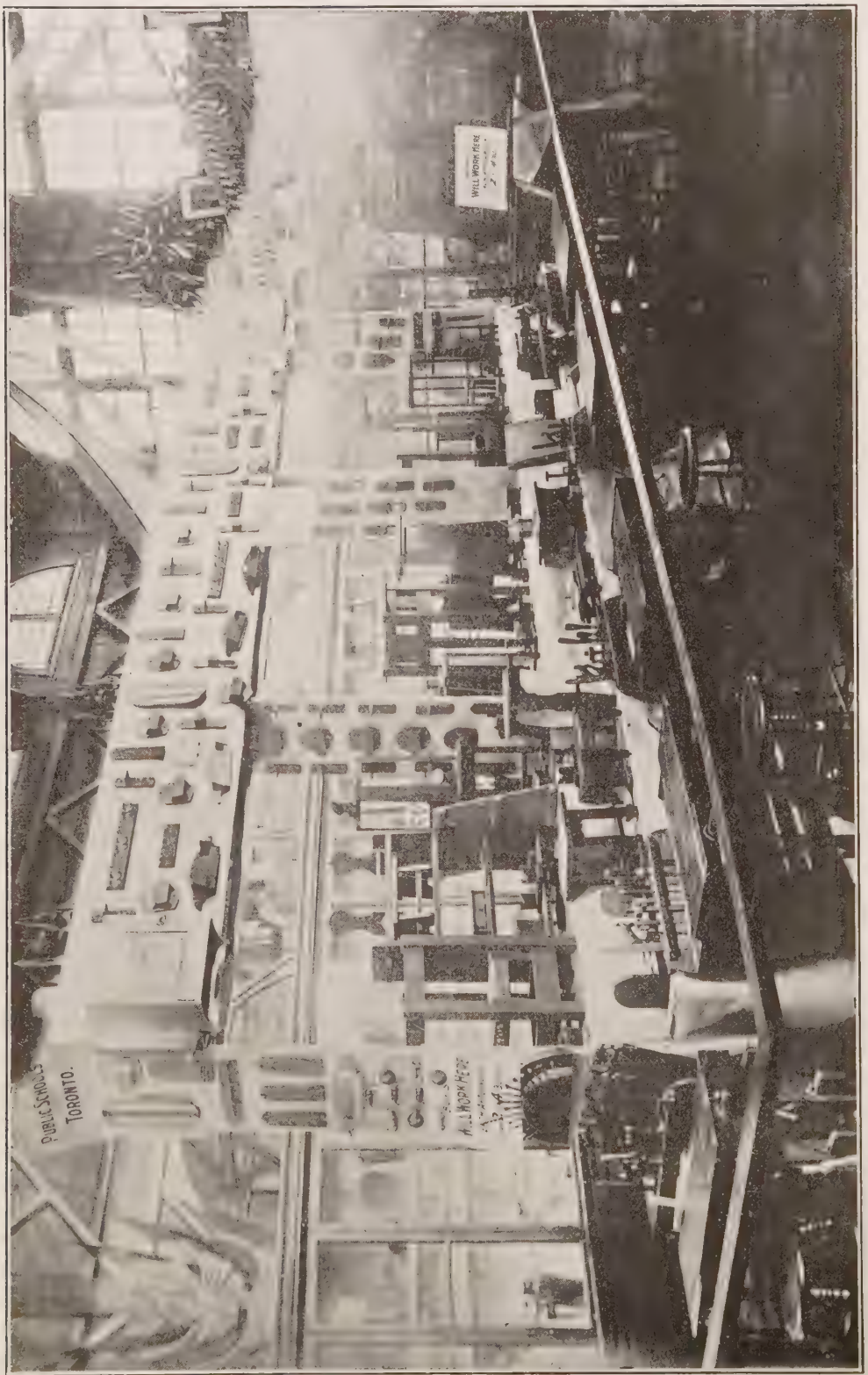
In order to obtain time for sewing some teachers are taking the Summer term for this subject with Collegiate Institute girls who have had a two years' course in Cookery. This plan has much to recommend it as it is generally the only opportunity they have of acquiring any knowledge of this art during their school courses.

It is still claimed by some that there is no need to introduce Household Science into the school curriculum owing to the fact that the girls are taught all that is necessary in their own homes.

"An interesting examination was held recently in a Massachusetts High School. Twenty-six girls, members of the same class, were given a list of thirty questions. These questions bore reference to the girls' knowledge of household duties, and the answers proved decidedly entertaining. Twelve of the twenty-six said they could make bread, eighteen could make cake, and all could make candy. Twenty-two girls had built a kitchen fire, twenty had cooked beefsteak and twenty asserted that they had prepared a full meal. It is disappointing to learn that not one girl of the entire twenty-six knew why new bread is not a healthful article of food, nor could twenty-four of them tell what a trap to a sink is. The making of starch was understood by twenty of the class, and sixteen said they could iron their collars and cuffs. Twenty girls could mend their clothes—at least that's what they claimed, and seventeen had made shirt waists. Seven of the seventeen had made but one shirt waist, but there was one girl in the class who had made fifty. When it came to trimming hats there were thirteen girls who knew how, and thirteen who didn't know and hadn't tried to learn.

"The principal of the school framed this list of questions and considers the answers a fair exposition of the domestic knowledge of the average High School girl. He asked the questions with a definite object in view. He wanted to be certain that domestic science was an advisable addition to the school studies. After the answers to his thirty questions were thoroughly considered he admitted that there would be no delay in establishing the new course. Perhaps it was diplomatic on the part of the principal to avoid all mention of the true cause of the ignorance of the class as a whole—lack of home training and home encouragement."—*Cleveland Plain Dealer.*

It still remains for some progressive Board of Education to show what can be done in the teaching of girls, by making provision for the larger subject of "Housewifery," as it is called in the English schools, by furnishing a model house or flat in which every department of Household work can be demonstrated and taught. The plan of teaching Housewifery is as follows, to take a typical case. The Manchester (England) Education Committee owned two cottages near one of the schools. These houses have been simply furnished and suitably equipped for a working man's home. The teacher lives in one of the houses and classes of twelve girls at a time are taught. All the practical details of household management are dealt with, including the buying and cooking of food, bread-making, washing and mangling and ironing, cleaning, dusting, etc. By means of this provision about 120 girls will have the benefit of practical training and in time there are to be given



Work of Toronto Public Schools, Canadian National Exhibition, Toronto.

Manual Training Class, George St. Public School, Toronto.

simple lessons in hygiene and the tending and feeding of young children. To meet the requirements of the English Education Department it is necessary that each girl should have previously gone through a course of lessons in cookery and laundry work. If the last six months of a girl's life at school could be spent at such a centre in training for the duties of keeping the home, there can be no question but that a vast improvement would be effected in the comfort and economy of home life and such provision would have a decided tendency to prolong the school life of the girls. The need of training for home life is evident. It has been talked about until we are in danger of being drowned by the flood. If men started out with as little knowledge of their business affairs as does the average girl of housekeeping, business failures would be chronicled every day by the score, instead of the occasional few as now.

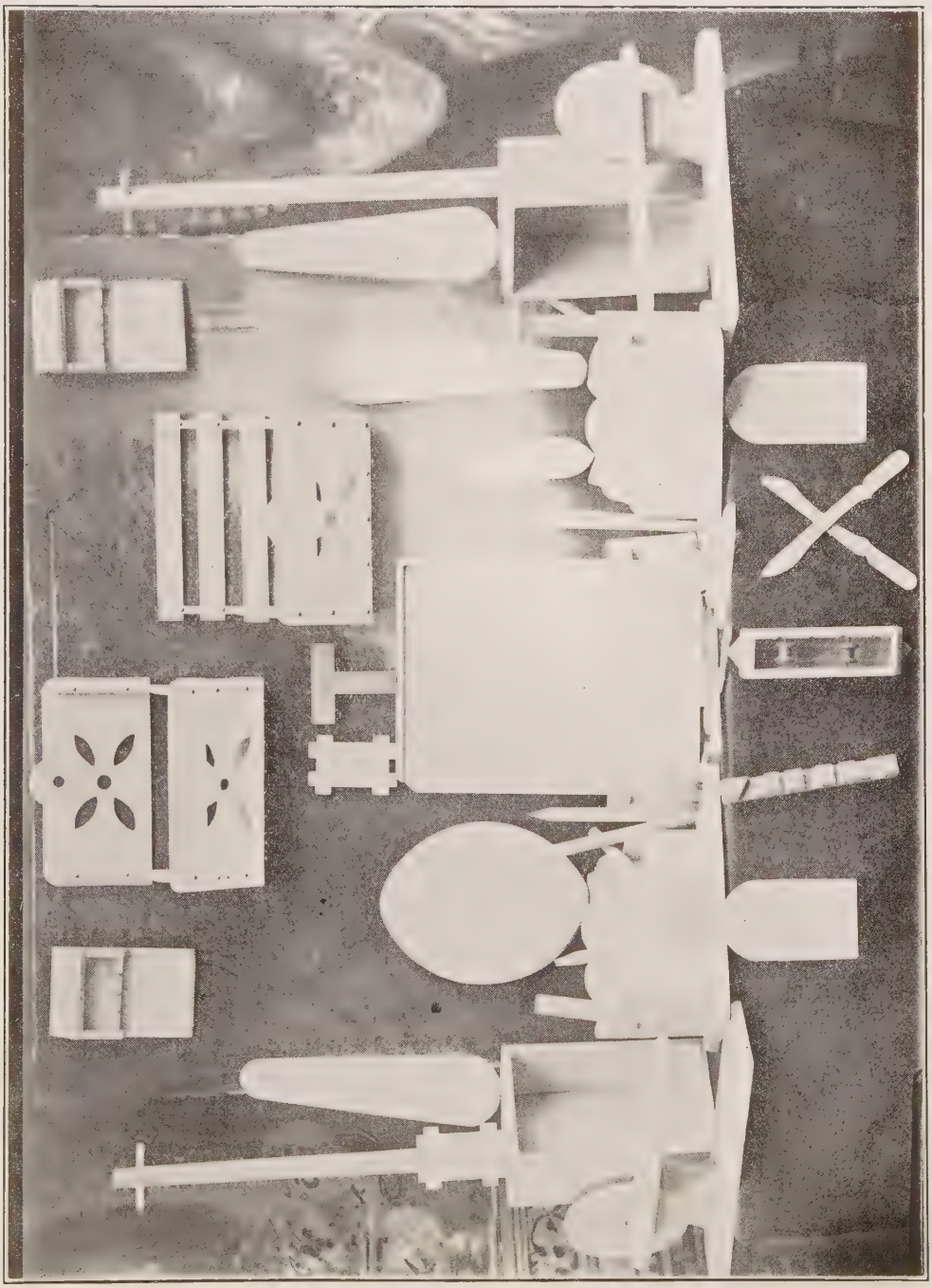
IV. Evening Classes.

During the year evening classes have been held in Toronto Technical School, Lansdowne School, Toronto, Brockville, Galt, Guelph, Berlin and Hamilton. This movement is making very slow progress. With reference to this subject I may repeat what was said in the report for 1907:

"If technical education is ever to be established on a sound and useful basis in this country, it will have to begin, as in every other, with a system of evening classes, for not only is it necessary to train those who will in future occupy our factories and work shops, but it is equally and perhaps more important that those who are at present engaged therein should receive that technical training which they cannot get while tied to one machine or confined to one process during their daily employment.

"The citizens of the Province are not reaping the benefits that should accrue to them from their school buildings. A number of these cost large sums and are built on land costing much and yet the vast majority of them are closed nineteen hours out of the twenty-four, while for at least three months every year they are entirely closed. In a report on 'The Extended Use of School Buildings' occurs the following: 'It is an inspiring sight on any evening during the term to approach the school building and to see the light streaming from every window, and to realize that if the visitor had come upon it but a short time before he would have found it standing blank and dark, with doors locked and without even the fixtures in the building to render lights possible. In order to see all the work carried on at the school it is necessary first to enter the basement, where one's ears are greeted with the busy sound of saw and plane and hammer, issuing from the elementary and advanced woodworking rooms. Then in going from one to another of the twenty-four rooms, each filled with its throng of busy and interested people, the visitor can pass an inspiring and enjoyable evening. Not the least agreeable moment is the sensation experienced when, after going into all these different rooms, the visitor enters the school hall at the top of the building and finds there a hundred and fifty or more young people singing with the greatest interest and evident delight the Soldiers' Chorus or the Village Blacksmith.' The evening drawing schools in the city of Boston offer a suggestive example of a well thought out and organized scheme. As has been previously pointed out, drawing is at the basis of every trade and industry and in all schools dealing with technical or industrial subjects, occupies the foremost place. These schools were first organized in 1870 with over 1,000 registered students. In the 1872-73 report of the Committee on Drawing special attention was called to the good work already accomplished, 'as it warrants the reasonable hope that Massachusetts will eventually take a high stand among her sister States through the application of Art to Industry. Those who believe that it is only through such means that she can in the future

Temporary Manual Training Room, Brantford Public Schools.



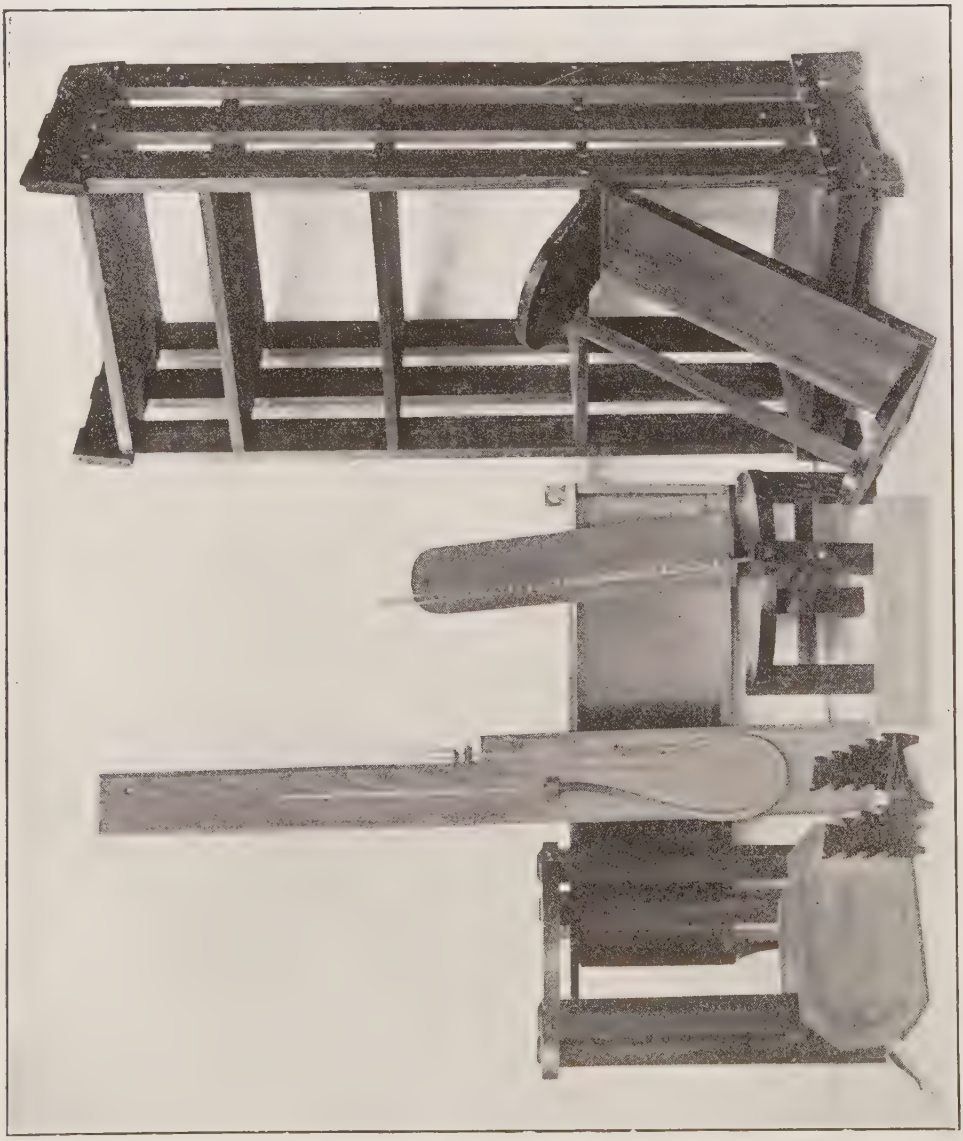
Work of 3rd and 4th Classes, Cornwall Public Schools.

retain her hitherto undisputed position as a leading manufacturing State, will rejoice at these proofs of native aptitude for original design.' In 1902, an entire re-organization was undertaken as well as a second review of the course of study. There are now six of these evening drawing schools maintained by the city of Boston. The schools are free, all materials are furnished and the instruction is planned to fit the needs of those who desire to study drawing and design as an aid in their daily occupation. The subjects taken are divided into six branches, freehand is separated from design, and the costume model is introduced into four schools. The work in clay modelling includes modelling from the costume model and studies in metal and design applicable to the various handicrafts. Mechanical, architectural and ship draughting are among the subjects taken and the extended use of steel in all constructed projects is thought to have demanded a new course in structural drawing, particularly applicable to that material.

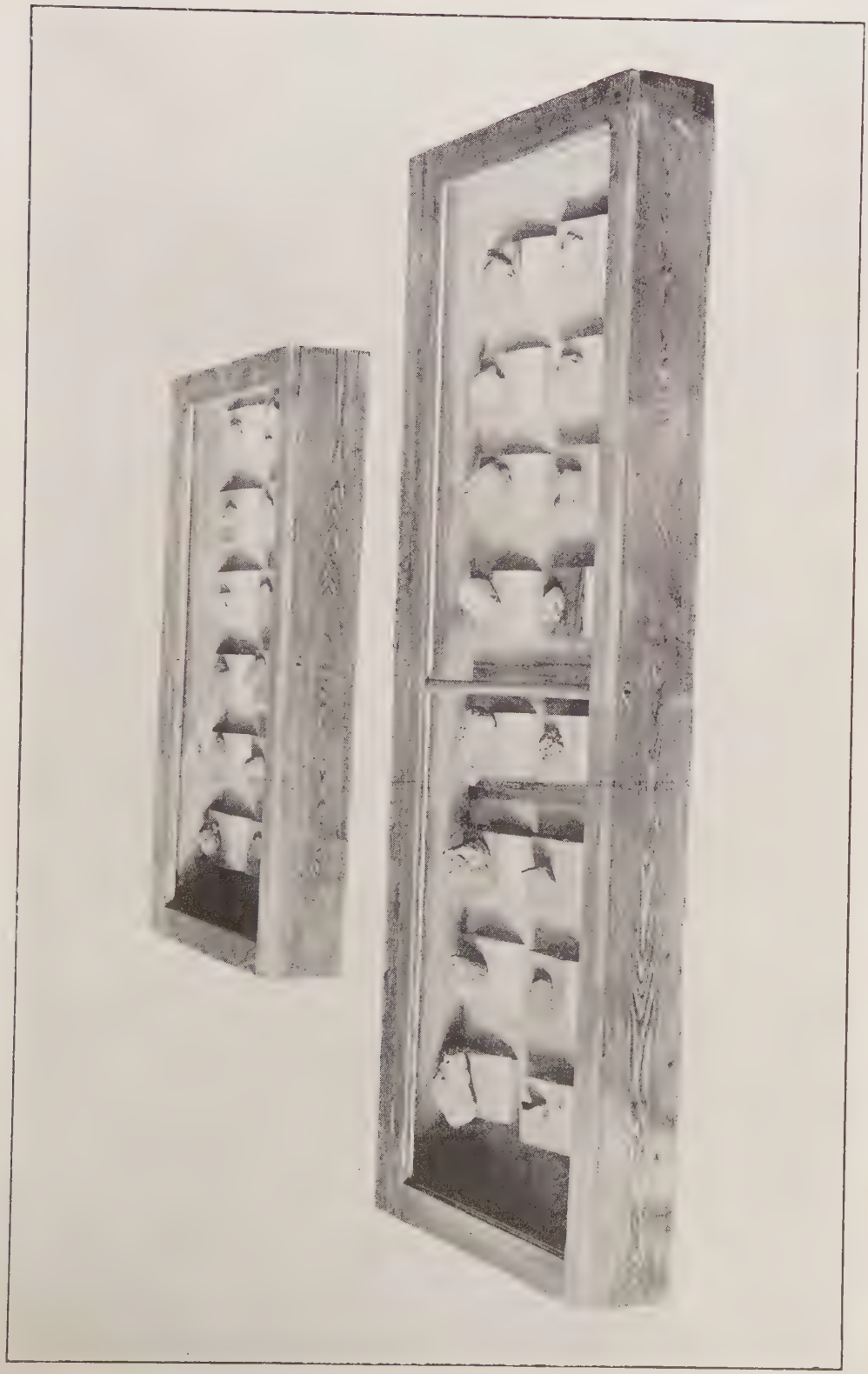
"The term of these schools continues for sixty-six working nights. No person is admitted under the age of fifteen or at any other time than at the beginning of the term except by express permission of the Principal of the school. Students are admitted to the first year class without examination. Those who can give evidence of their ability to undertake advanced work are admitted to the second or third year classes. The School Committee reserves the right to retain as City property certain drawings from each student's work during each of the three years' course of instruction. These drawings are used for purposes of record and exhibition, and to display from time to time in the different class rooms as incentives to students.

"Examinations are held each year and certificates granted, while a student who completes the full three years' work in any subject is granted the diploma of the evening drawing school. It will be seen that this means 198 hours of definite instruction. The course in each subject is most carefully planned and can be studied in the various reports issued by the Committee on Drawing. In the reports referred to many instances are given of great success in industrial pursuits made by the students of these schools. So successful have these schools been that there is now being planned a great extension of the work in the form of a day school which will be entirely devoted to instruction in industrial art.

"The evening schools of England and continental Europe have reached their present state of efficiency through much struggle and tribulation. In every country where an attempt has been made to establish them on the basis of the ordinary day school, that attempt has miserably failed. Several considerations should be carefully noted before any attempt can be made to establish these schools with a reasonable hope of lasting success. The two schools—day and evening—differ very largely, both in their aim and purpose. While the day school should be practical and certainly not ignore the demands of industrial life, its chief aim is general rather than particular. Only a very small number of those attending are there for the purpose of improving their general education. The large majority are there for purposes of direct utility and can only be interested and kept by such work as has a direct bearing on their daily labour or will fit them for different work—more remunerative than that in which they are at present engaged. Their main and sometimes their only object is dollars and cents. Day school attendance is, or should be, compulsory and the studies each child shall take up are also prescribed by law. In the evening school, at present at any rate, the attendance is voluntary and the student himself must be allowed to say what branches he shall study. The method of treatment of each subject is also different. In the day school the subject is treated methodically, and logically developed—so much so sometimes that one loses sight of the subject



Work done at Rittenhouse School, Jordan Harbour.



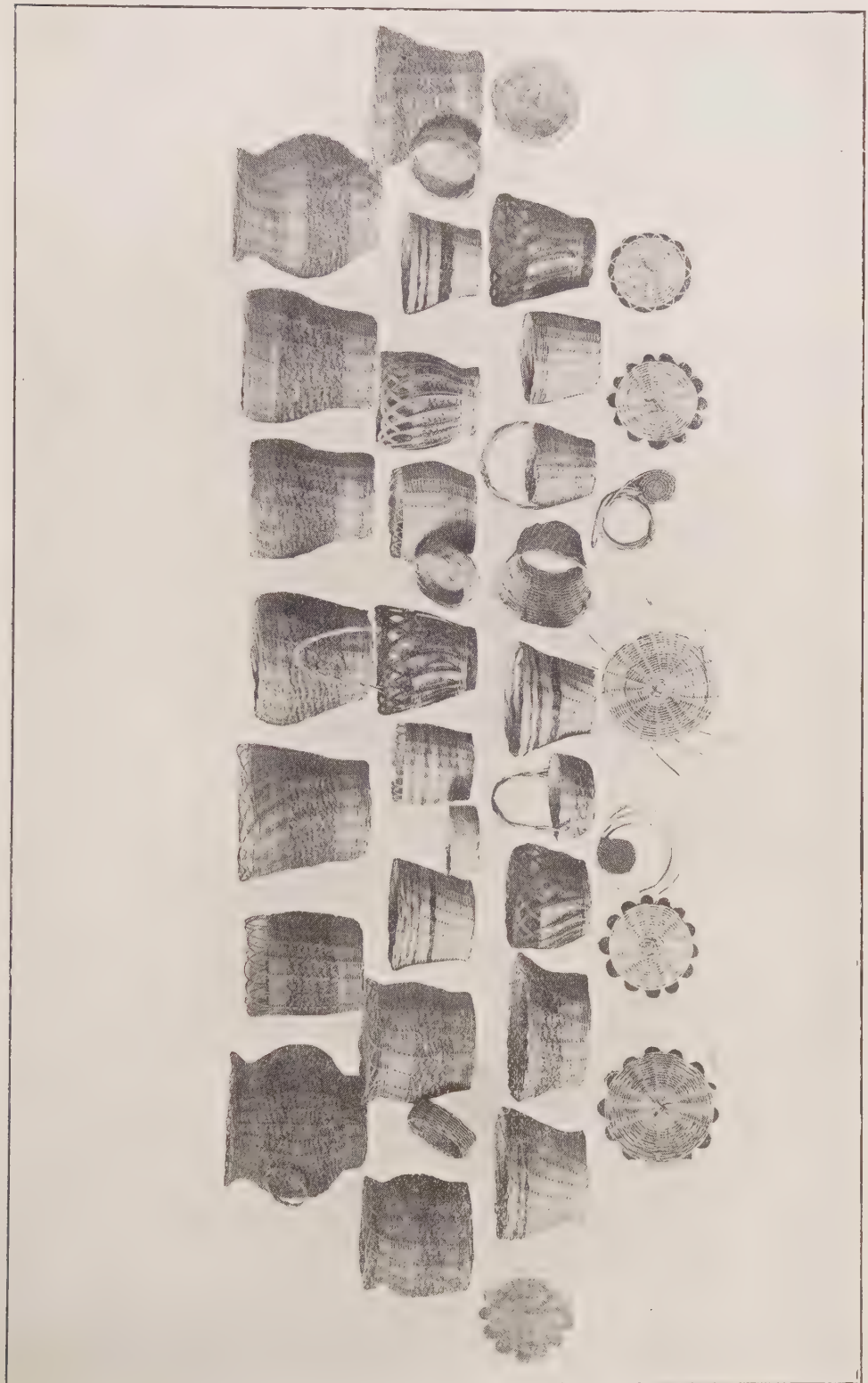
Museum Cases made in Manual Training Room, Collegiate Institute, Galt.

in rapt admiration of the method—but in the evening school no such necessity exists, only so much of the subject need be taken as will elucidate the special point on which the student desires information. Both the wants and necessities of the students must be considered. Any one who has had experience of evening school work knows that these two terms are not synonymous and it is one of the functions of the evening school teacher to so form and shape his instruction that the student will soon come to want what he needs. In the evening school the method of classification should also be different, the student should not be classified by ability alone. If this is done men will object to sit with boys who have recently come from the day schools and whose elementary knowledge is fresher and more readily drawn upon. Age and occupation should be the basis upon which the classification should be made."

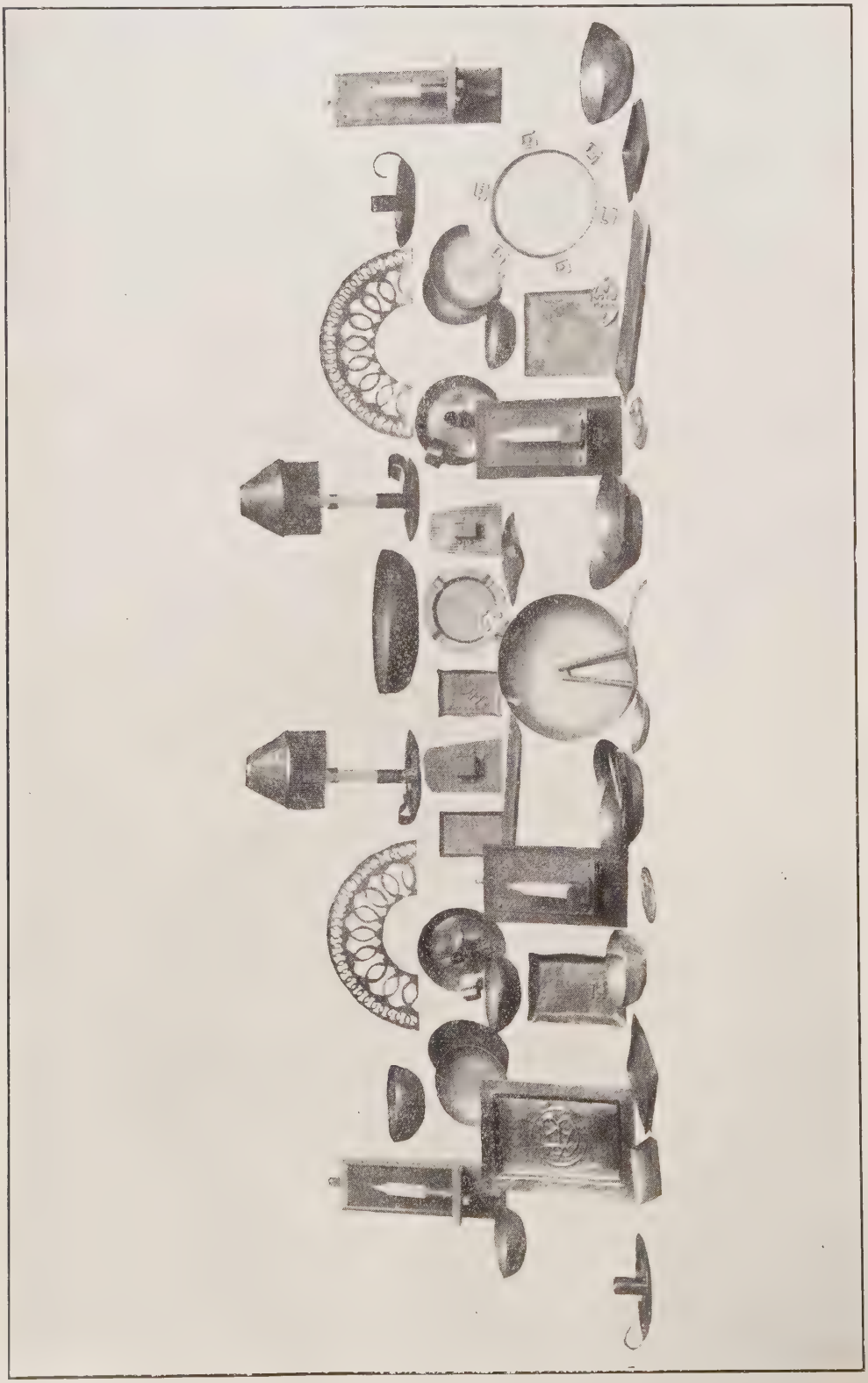
A new feature of evening class work has been the establishment of a class in Manual Training for the deaf in Lansdowne Public School, Toronto. The teacher of this class is Mr. A. J. Rostance, and the results have been most encouraging. The instruction is given by drawings and the sign language. The attendance has been regular, absentees being almost unknown, and as far as is known, amongst the deaf this class is the first of its kind to be formed in Canada. Some very good work has been accomplished and much is under way. The students are beginning to appreciate the absolute necessity of working from drawings and to feel their lack of knowledge in the way of measurements, etc. Two of the students are making round mission tables with tops 3 feet wide, very largely of individual design. Two have completed cupboards with carved panels in a most satisfactory way, others are making jardiniere stands, book cases, towel rollers, tea trays, picture frames, etc. Altogether this is a most encouraging experiment.

V. Industrial Manual Training.

New forces are at work. Slowly yet surely changes are coming. Teachers are endeavouring to make their work richer and more worth while. They are coming to realize that a new point of view is desirable, that development of the present work is needed in response to modern industrial conditions. When Manual Training came it was hailed as a relief from what had been criticized as the academic ideals which till then had dominated the schools, rather than the practical, but now many tell us that Manual Training has only just begun to touch the question and that it no more fits a boy for earning a living, gives him no greater trend towards industrial pursuits than the curriculum before its advent. If this be true or only partly true, something must be wrong. Only a few years ago the leaders in the Manual Training movement spared no effort to prove to the people that Manual Training had no connection with any trade, that its only purpose was cultural. They did the work well, so well that the practical man of to-day has sometimes concluded that it has very little of real practical value for use in everyday life. And it must be admitted that these criticisms are to a large extent justified. A critical examination of many of the models made in the average Manual Training room forces one to admit that they do not tend to educate the boy in the things essential to good craftsmanship or in a broad way to prepare him for modern industrial life. The boy can do too much without thinking about what he is doing and so gets little good out of it. The times demand men who not only have skill of hand but those who are capable of thinking at the same time. To make our Manual Training have a direct bearing on industrial life it is essential that good technique be acquired and if we



Evening Class Work, Collegiate Institute, Galt.



Beaten Work in Copper and Brass, Evening Classes, Galt Collegiate Institute.

expect this we must demand a higher degree of accuracy in result than is found in very much of our work at present. If a project is too complicated to get soundly constructed accurate results the problem must either be simplified or something else got in its place.

With a view towards making the work of greater direct industrial benefit several schools have made large additions to their equipment. Amongst these are Brantford, Woodstock, Berlin, Sault Ste. Marie, Stratford and Hamilton. In each of these centres excellent equipments for machine shop practice, forging and wood-turning are now installed. At Brantford there has been established a special industrial class for boys leaving the public school. These boys are those who would not enter a High School but generally speaking would spend the years from fourteen to sixteen as messenger boys, elevator boys or in some other form of labour, because they are not of sufficient age to enter any form of productive industry. One of the main purposes of such a class is to make some definite use of what have been called the "wasted years" of a boy's life. Mr. Chas. F. Errett, of Brantford, the teacher of the class in question, thus describes his methods and work:

"The Brantford Manual Training School is now in its ninth year of usefulness, it having been one of the earliest of the technical schools started under the direction of the Education Department of Ontario. Beginning with a set of small wood-working benches, it has gradually increased its equipment and widened its scope until now it offers instruction in cabinet-making, wood-turning, metal turning, forging and mechanical drawing.

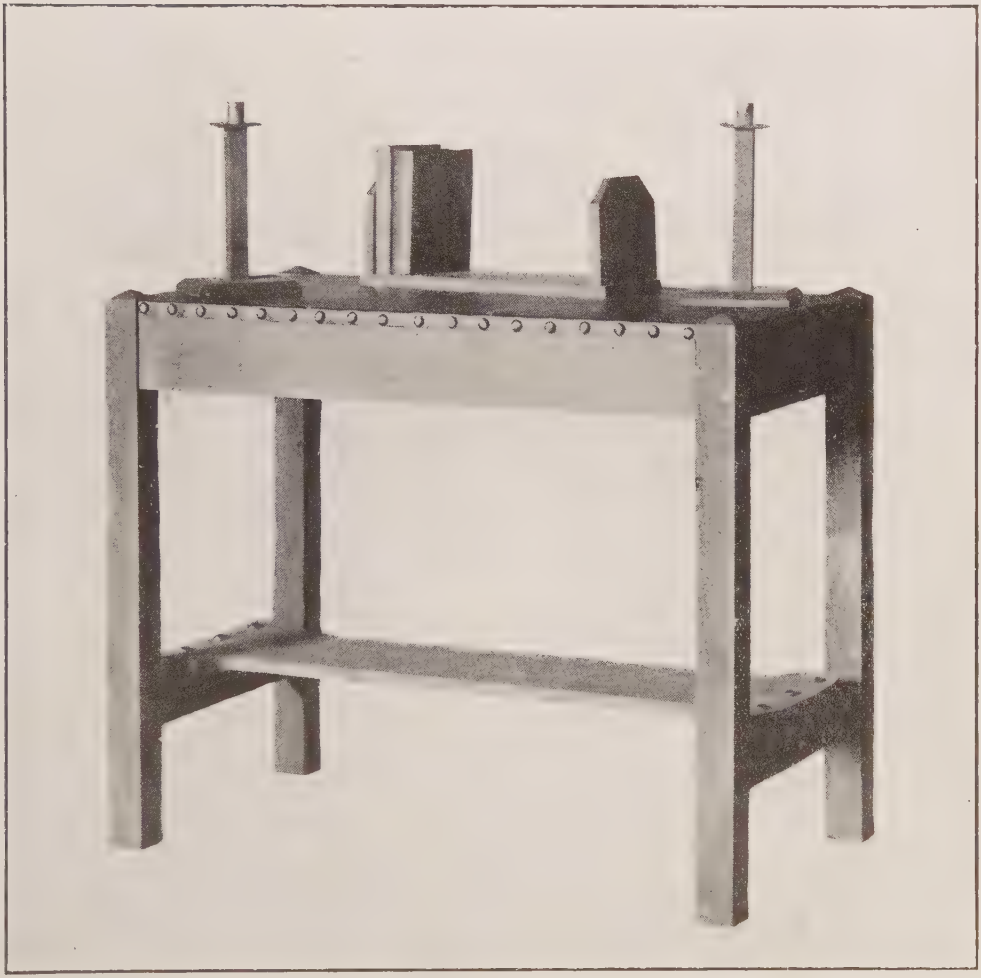
"The most important step in its progress was taken a year ago when a separate centre was established to accommodate the increasing number of public school classes and permit the organization of a special industrial class in connection with the Collegiate Institute. This attempt at elementary vocational training was the outcome of a desire on the part of the School Trustees for more definite and practical results from the school in the way of fitting boys for industrial occupations. Perhaps this attitude is explained by the fact that Brantford is pre-eminently a manufacturing town and the trustees were practical men, but it was held that even from an educational viewpoint practical manual training had the greatest value and it was held that this kind of education was especially suitable for those who could make most use of it.

"As the school is in a measure unique in its methods and organization, a brief general description of its work may be of interest. It must first be understood that now it is a part of the Collegiate Institute, its pupils being drawn from the junior forms of that institution and its control lying in the hands of the Collegiate Board of Trustees. Before entering its classes, then, boys are presumed to have attended the manual training classes of the public school for two years. Most of them have reached an age at which they have decided to what use they will put their schooling.

"Boys in the regular classes receive weekly lessons of an afternoon's duration in drawing and bench wood-work. For these pupils no rigid 'course' of models is provided. Instead tool operations are taught as directly as possible by means of special exercises, and practised in applications to pieces of interest. As soon as the elementary and general lessons have been taught and mastered much use is made of what are called individual projects.

"From a list of projects a lad decides which he will undertake, talks the matter over with the teacher, collects all necessary data, and goes at his task of design and construction exactly as if he were a builder planning and erecting a house. To illustrate: A lad wishes to make a Morris chair for his home. The teacher agrees

Manual Training Room, Collegiate Institute, Galt.



Evening Class Work, Galt Collegiate Institute.

that he can accomplish the project, can saw and plane his pieces accurately to size, can make neatly his mortise and tenon joints, and has persistence enough to carry him past little incidental failures and discouragements. Furniture catalogues are consulted, chairs are measured, designs are compared. Then measurements are decided upon, and a sketch made embodying these and the accepted elements or variations of design. Then the boy makes a full sized working drawing. Here the teacher, who is constantly consulted, controls the development of the project, but by suggestion rather than by interference. While safeguarding its originality he teaches correct technical methods and inculcates a sense of fitness in the matter of ornament, proportion, and general design. The drawing completed, the boy makes a proper bill of stock and orders his material. Afterward follow days and days of patient, determined effort and finally success and a reward in the shape of a bit of furniture for the home, a piece worthy and strong and good to look upon.

"After a year of this work boys may elect to spend their share of time at drawing or wood turning or forging. For those who wish to attend the School of Science or to enter such an occupation as architecture, for example, these technical classes furnish a very valuable preparation.

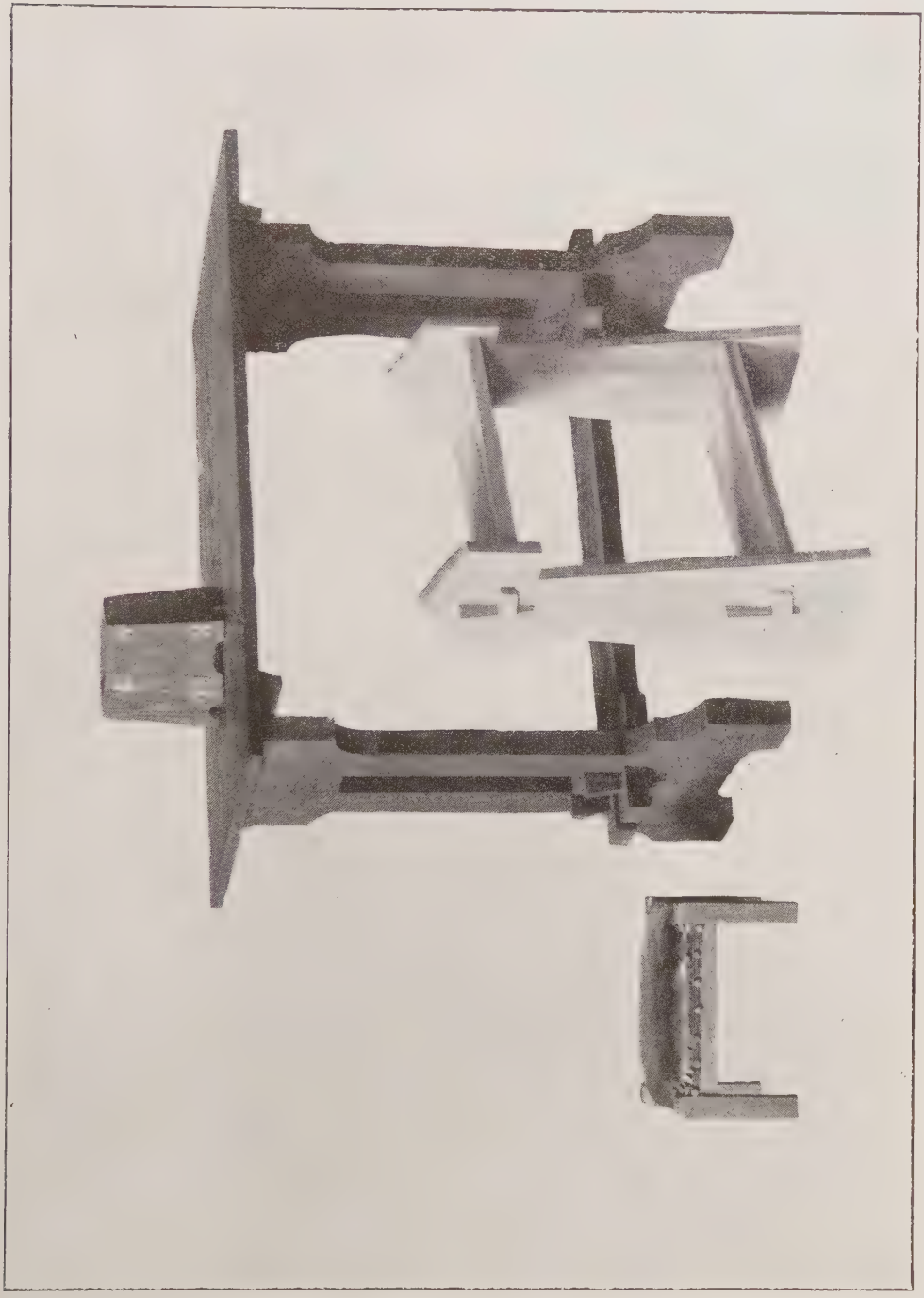
"As before hinted the most satisfactory work in the school is done with the Industrial Class. It is composed of lads who desire an abundance of such manual training as will best fit them for industrial occupations. Spending the whole of each morning in the Manual Training School they acquire considerable skill and capacity, and accomplish things that are really worth while. They devote an hour each morning to drawing, and produce sketches, detailed drawings, tracings and blue-prints that conform as closely as possible to shop requirements, and give an assurance that these workers will when the opportunity comes understand drawings put into their hands or be able at any time to express their mechanical ideas in the 'language of the engineer.' Their woodwork calls for a greater insistence on the accomplishment of dexterity and the development of inventiveness. Individual projects form the bulk of their work and the method of teaching already outlined is especially suited to their needs. To accustom them to power-driven machinery they are required to spend a certain share of their time at wood turning. 'Required,' however, is hardly the proper word to use here, for their enthusiasm is so large that it is the teacher who is driven and required rather than the pupils.

"Of the afternoon classes in the Collegiate Institute it is only necessary to say here that they comprise lessons in English, mathematics, and science, and are all of an obviously practical sort. A second year in the course will possibly permit an increased measure of this work and instruction in the shop in forging, metal-turning and advanced drawing."

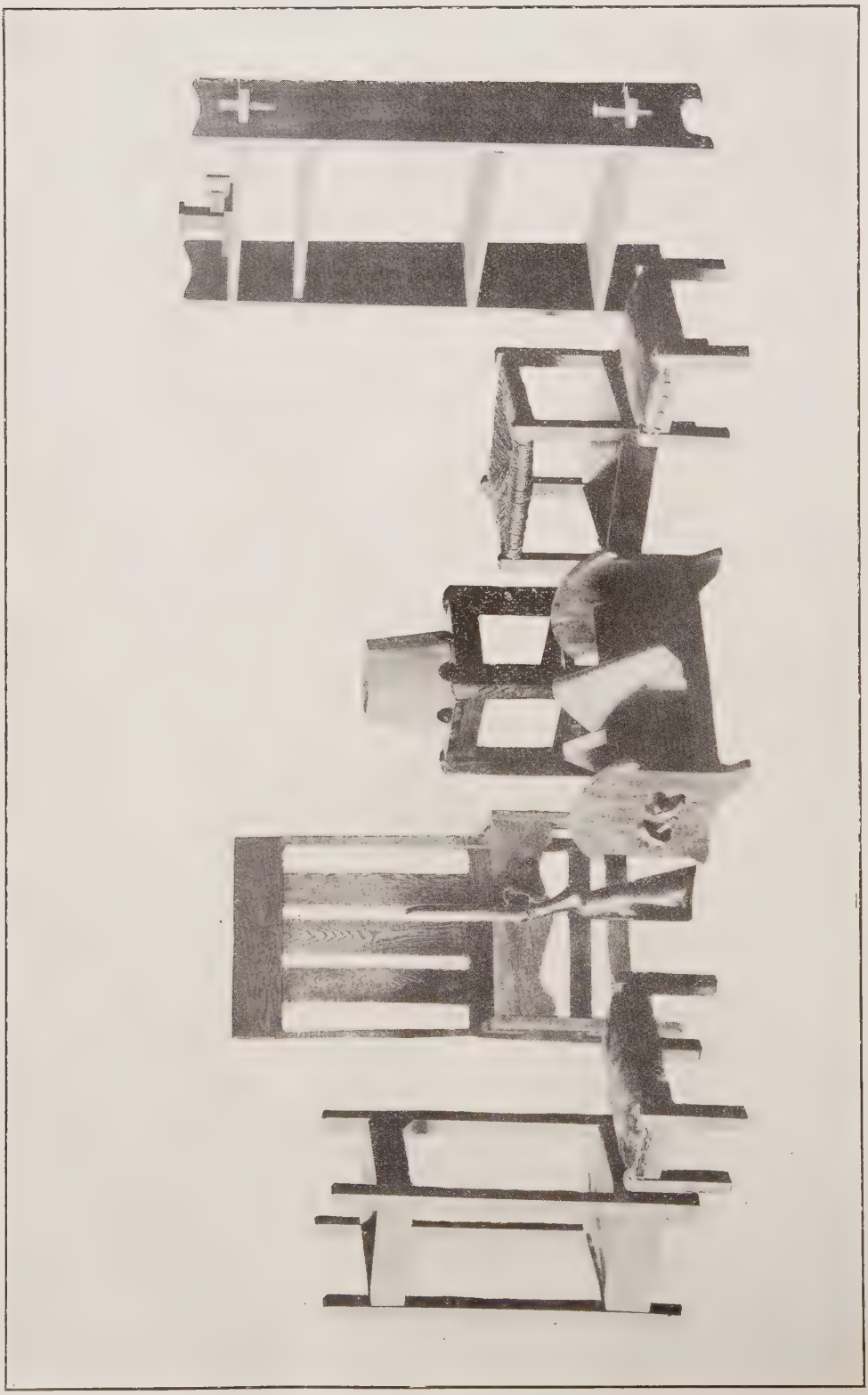
Woodstock has just completed the installation of an equipment costing $3,500 in its new building specially erected for this purpose, and Sault Ste. Marie has placed in its schools a most complete and comprehensive equipment, one of the best suited to the needs of the locality that I have yet seen. In connection with the school at this place a class from the steel works is to be sent one afternoon a week for mechanical drawing. This is an excellent feature and will doubtless do much to establish a desirable connection between school and shop.

I take the following from the *Berlin News Record* of February 11th, 1909:

"Mr. A. H. Leake, of Toronto, the Provincial Inspector of Manual Training and Household Science schools of Ontario, was in town Wednesday afternoon and evening. He was interviewed at the Walper by the *News Record* and had an interesting message to the educationists and young working men of busy Berlin.



Evening Class Work, Collegiate Institute, Galt.



Work of Collegiate Institute Pupils, Galt.

"Mr. Leake always has a good word to say of Berlin, its Collegiate and Technical Institute and the splendid equipment.

" 'But the work is not quite reaching the spot,' said he. 'And this applies not only to Berlin, but to other centres where similar conditions prevail. The great want all the time is for some definite industrial training that will reach those who would be as a mass benefited by it. The average boy, when he attains the age of fourteen years, with no intention of going to High School, spends about two years as bell boy, messenger boy or other work like that. And the result is, when he reaches the age of seventeen, he is no better off—not as well from an educational and industrial point of view—as he was at fourteen.

" 'If a course of definite instruction in particular trades were provided for the boys at fourteen, many of them could have two years more of schooling. And very many of them will take advantage of it if they only feel that it leads anywhere.

" 'If your Collegiate here, with its excellent equipment, would provide for a two years' course, admitting all boys graduated from the public schools, without necessarily having passed the Entrance examinations, you would be making a great step in advance and one that I and the Department of Education should greatly like to see.'

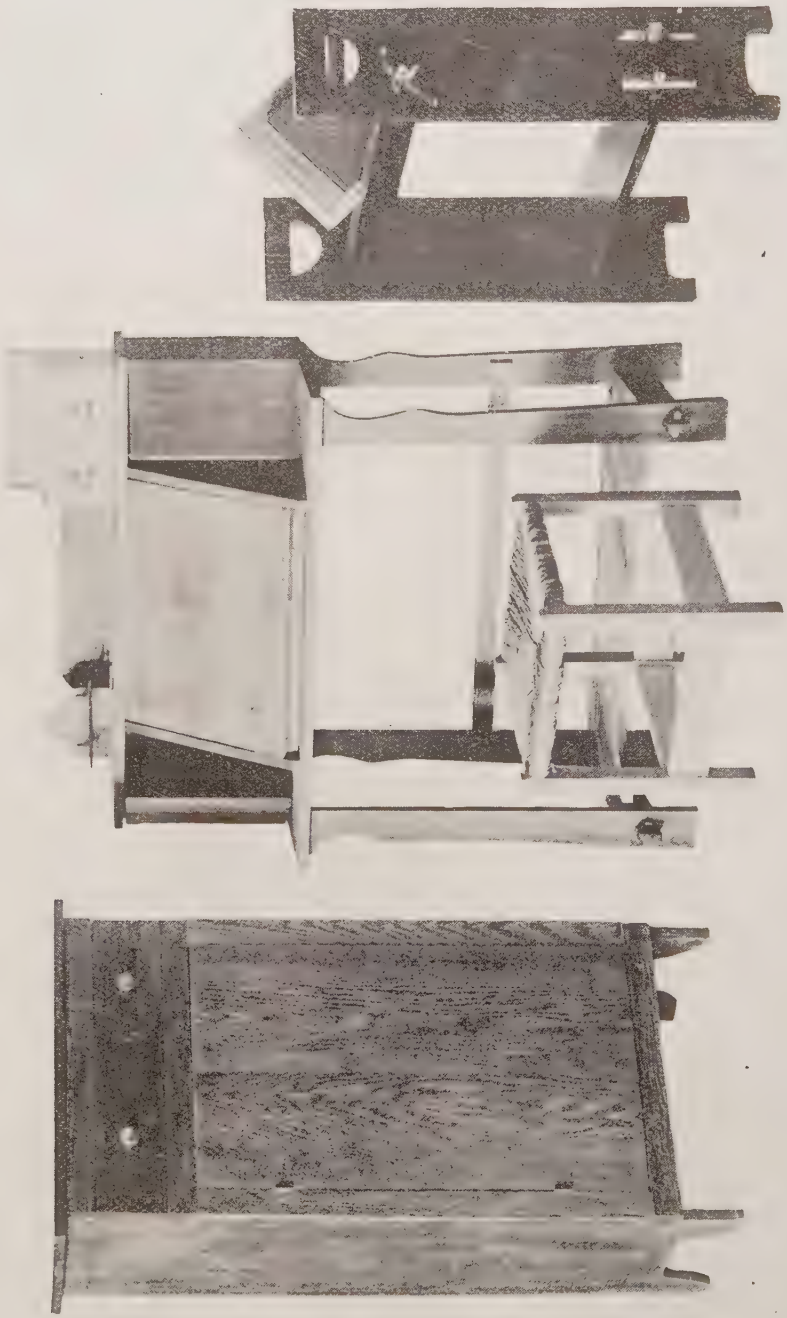
"Mr. Leake followed up his thought with the suggestion that half the day should be devoted to shop work such as wood working, iron work, wood turning—and, above all, mechanical drawing, on which practically every industry depends. The other half day should be spent in English, mathematics and science. Each of these branches could, and should, have a definite relation to the work in shop instruction. For instance, a lad in wood working will learn as much about English in writing about the lathe as he will writing about the 'beautiful moonlight,' or the pyramids of Egypt. And the arithmetic should deal with shop problems such as the speed of pulleys and other practical questions having definite relations to the industry the boy is studying.

"As to the methods to be adopted in carrying out such a special industrial course, Mr. Leake said there are two that could be used. Brantford has gripped with the matter in earnest. The Public and High Schools had joint classes in Manual Training and now the Public School Board has withdrawn its pupils, and will have a manual training instructor and equipment of its own for the public school students. In Berlin the Public School could retain its own centre and receive a grant of $500 —in five equal annual payments for equipment and a grant for maintenance. Or, an assistant to Mr. Houston, the present teacher, could be appointed and the public school pupils left at the Collegiate.

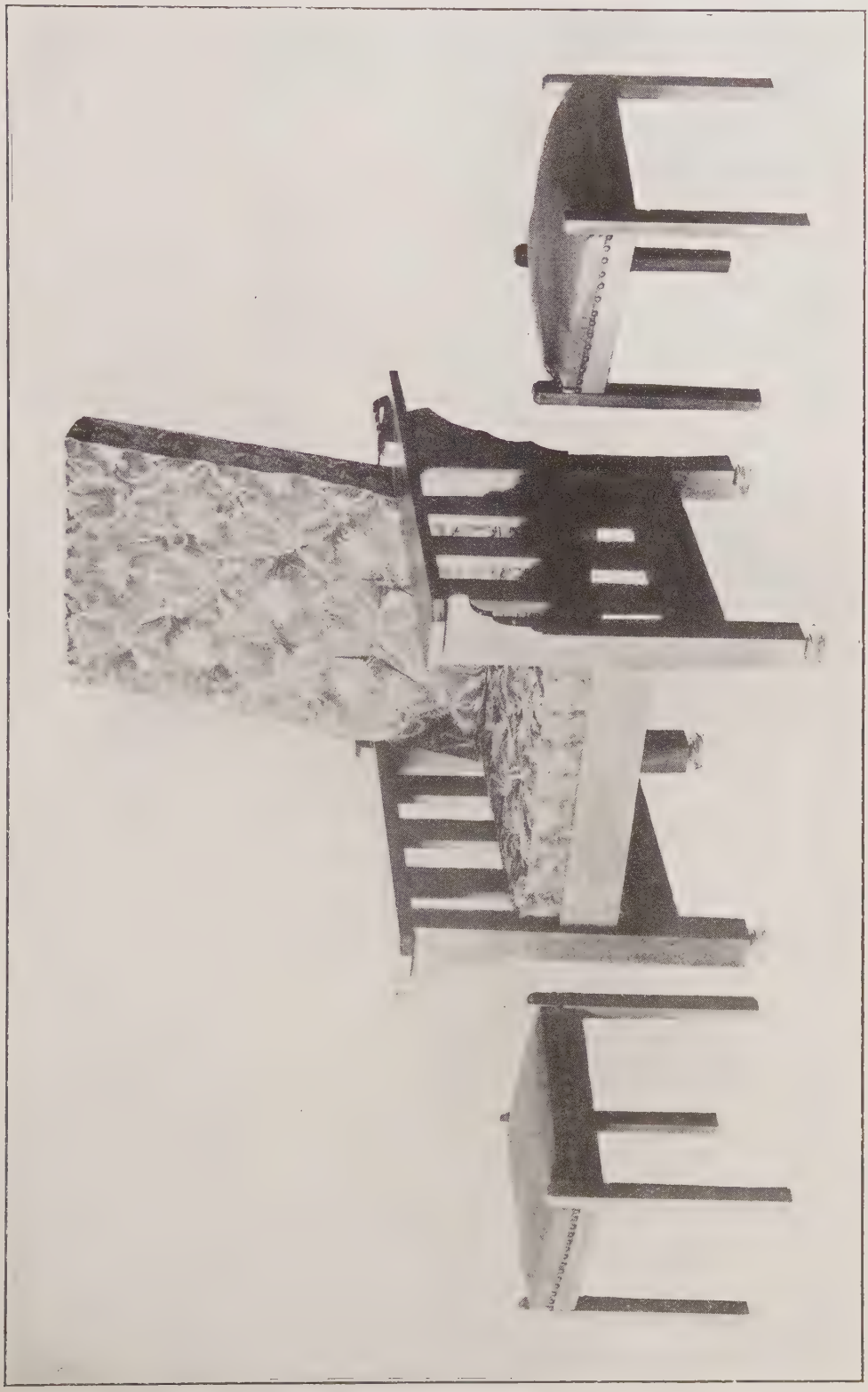
"In Brantford the instructor has the Collegiate class and a special class of 20 boys on a two years' course. For the sake of getting manual training that will reach somewhere the young men are buckling down to real faithful study.

" 'In addition,' said Mr. Leake, 'there should be properly organized evening classes, to get the boys of from 16 to 18 and up, who have already gone into industries and who want to better equip themselves. In these classes mechanical drawing should form a large feature, as it is badly neglected in Ontario. The girls' evening classes should provide for cookery, dressmaking and millinery; and in time there ought to be classes especially adapted for the women's industries here.'

"Mr. Leake recommended that there should be secured to help in the courses of practical instruction, some intelligent foreman in the various industries and so have mechanical drawing applied directly to the industries typical of Berlin. The young men themselves will be the ones who know best what is needed, and it will be



Work at Collegiate Institute, Galt.



Work at Galt Collegiate Institute.

up to the teachers to give them what they want. In connection with these trade classes there ought to be a trade paper library, for any practical mechanic can learn a good deal from an up-to-date paper.

"Mr. Leake says the boys at the school here are doing good work, some of them really excellent. But it is only the few. The advanced and practical education is not reaching the mass that it should. Berlin ought to be in a position to adopt such a course. This town was the first in Ontario to go into manual training and household science in a broad, thorough manner, and Mr. Leake would like to see the lead maintained by the provision for the boys from 14 to 17, whose time now is largely wasted, and by evening classes for the young men who have already started at work.

"Such provision has been made at Galt, Guelph Public and Guelph Consolidated schools, Brockville, Hamilton and Toronto. At Toronto a class of twenty deaf mutes has been organized in mechanical drawing and a manual training department is being equipped in the Institute for the Blind at Brantford. Thus it will be seen that progress is made—but as Mr. Leake says: 'Education is a slow process.'

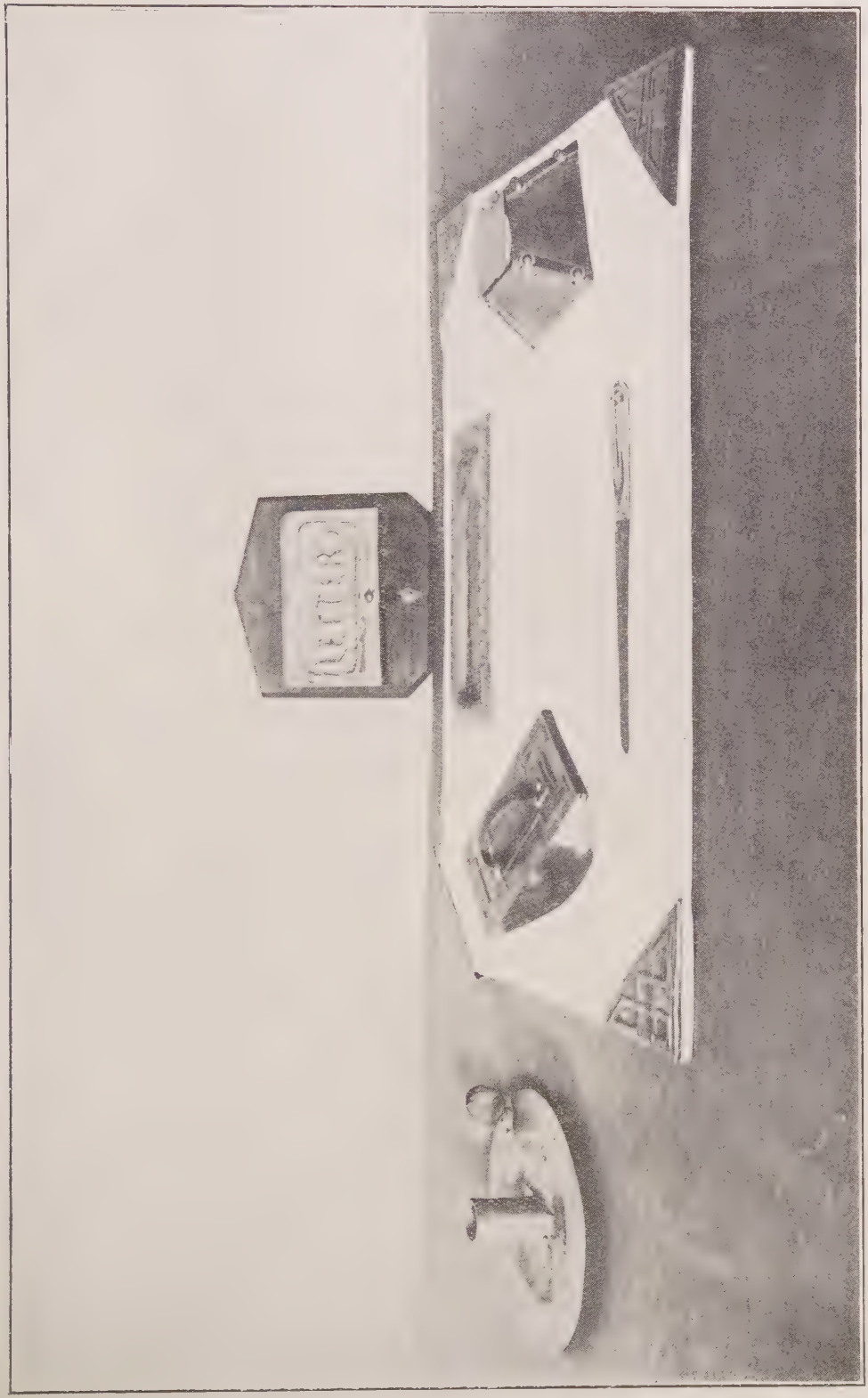
"Before leaving Berlin Mr. Leake visited one of our furniture factories and placed an order for new school benches."

Probably the greatest advance that has been made in this connection is the opening of the new Technical School in Hamilton, in September, 1909. *The Hamilton Spectator* has the following description of the school:

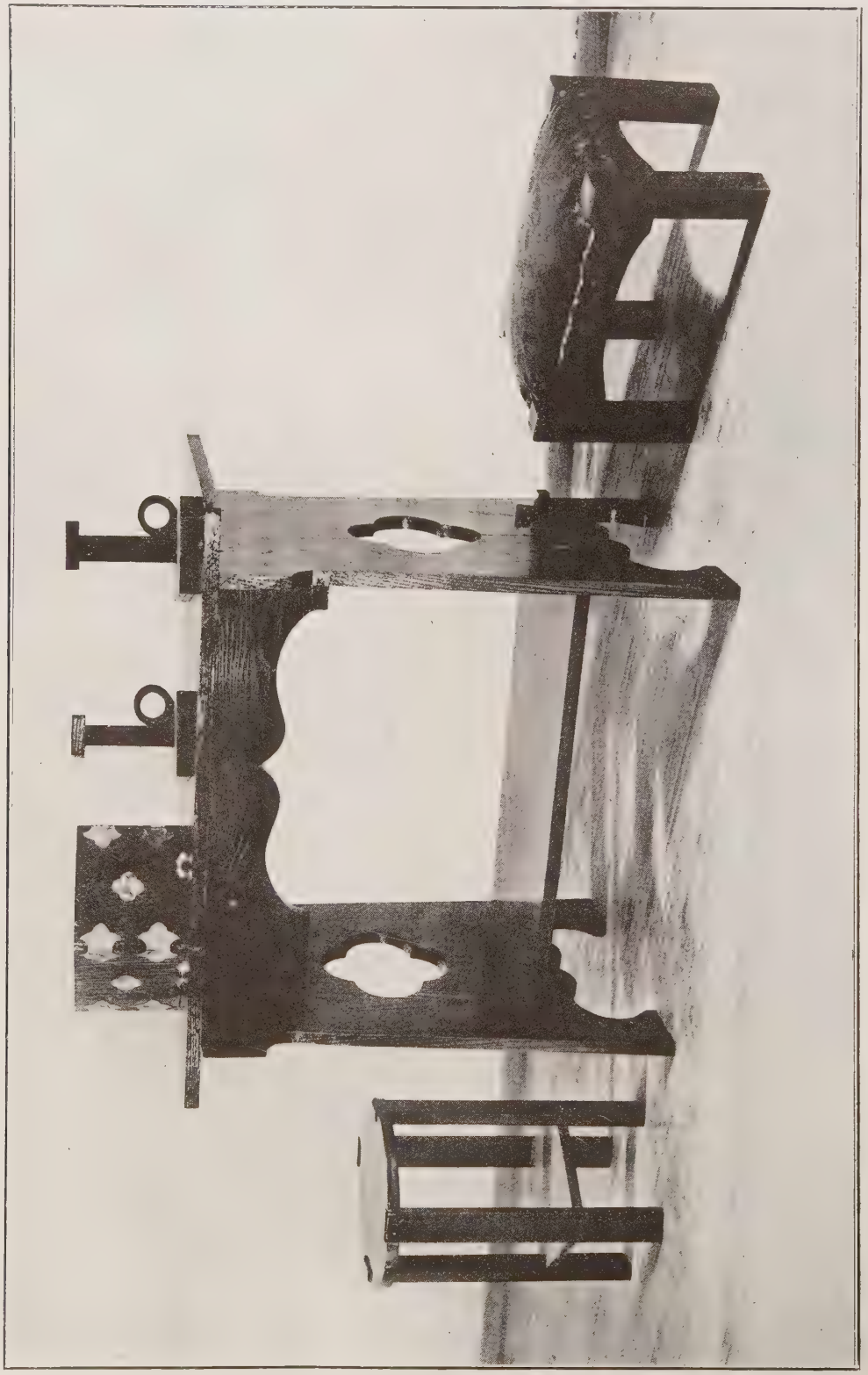
"Among the many things which go to make a greater Hamilton there are none more worthy the support of every citizen than the new technical school located on Stinson street, which will open for classes Tuesday, September 7. The technical school is a handsome brick building with brown stone trimmings. It is a two-storey structure, with basement and attic. In the basement, which is high and well-lighted, are located the forge department, the electrical laboratory, the painting and plumbing departments, fan room, store-rooms and lavatories. On the first floor are the offices, the wood shop, the machine shop and class rooms. On the second floor, the domestic science department, the drafting-room and class rooms. The building is heated by steam, and a complete ventilating system has been installed.

"In every department of the school improved sanitary conditions have been made a special feature. Marble toilet rooms are located on every floor. The numerous class and lecture rooms are fitted with large blackboards, and the equipment in all departments is of the most modern design. Large halls are located on each floor, which run the entire length of the building, and on each side of which class rooms are conveniently located. In the blacksmith department the combination forges are so arranged as to have an automatic supply of water, also air pressure supplies the necessary force to run the fires in each forge. The smoke from the forges is carried through a series of underground pipes, and no odour or smoke is allowed to come into the room. In the motor-room there is a 10 h.p. motor, which forces air through pipes, again passing over a large screen arrangement, and on throughout the building. This is used in winter for heating, as the air passes through heated pipes, and by the use of ammonia in the pipes in the summer the same process supplies cold air to the building. A large electric switchboard is located in the basement, and the building is electric lighted throughout. Two hundred steel cage lockers are located in the basement for the convenience of the pupils and staff. The forge shop is a room 84 feet by 28 feet. It contains 16 Sheldon forges with blast and exhaust system and a full complement of Peter Wright anvils and small tools.

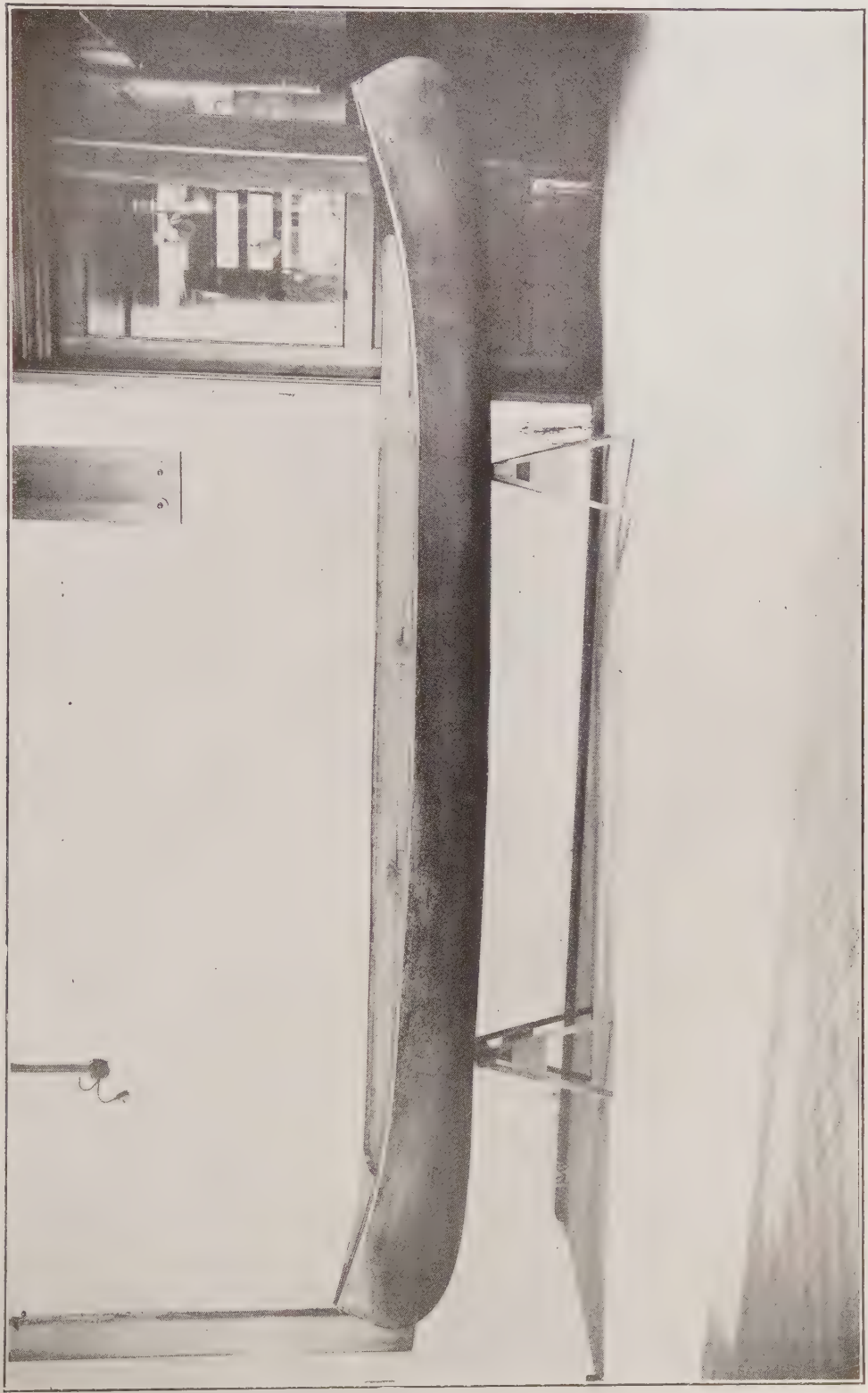
"The equipment of the machine shop, which is a well-lighted room, 84 feet by 28 feet, consists of eleven benches furnished with improved vices and individual sets



Writing set in Beaten Copper, at Glashan Public School, Ottawa.



Work at Collegiate Institute, Hamilton.



Boat made by student, Collegiate Institute, Hamilton.

Woodworking Room, Normal School, Hamilton.

of tools, one high speed and six engine lathes of from 11 in. to 16 in. swing, a 24 in. by 24 in. by 6 foot planer, a 16-in. back-geared shaper, a 20-in. drill press with hand and power feed, a power hack saw, a grinder and a milling machine, besides a tool room stocked with a line of special tools.

"The electrical laboratory is a room 78 feet by 28 feet, and is equipped with sets of magnets, galvanoscopes, resistance boxes, D'Arsonval galvanometers, Wheatstone's bridges, batteries of various types, and other apparatus for individual experiments in elementary magnetism and electricity, doorbells, annunciators, switches, sockets, incandescent lamps for practice in wiring and testing, and for testing generators and motors, a full line of ammeters, voltmeters and watt meters and generators and motors of various types.

"In the wood shop there are 24 benches furnished with vices, saws, chisels, gauges, planes, mallets, etc. Special tools for the woodwork department will be kept in a special room, and a pupil will be in charge. Pupils wishing to use any of the special tools may do so by handing in a check for the tool required. This check will be charged up to the pupil, and credited when the tool is returned to its place. Thorough system in all departments will be a special feature, and the training along this line will be of great service to the young men who attend this institution.

"There are special rooms for the teachers, and some rooms not yet used, which will be used later for the addition of new departments of study.

"Perhaps the finest room in the building is the one to be used for mechanical and architectural drawing. Dressmaking and millinery will be one of the special features to be added later on. In the meantime the room intended for this purpose will be used for Saturday morning classes in art for pupils from the public schools. This department will be in charge of John S. Gordon.

"Cooking will also be taken up, and a special room will be used for this, which has been fitted up with the most modern fixtures and appliances.

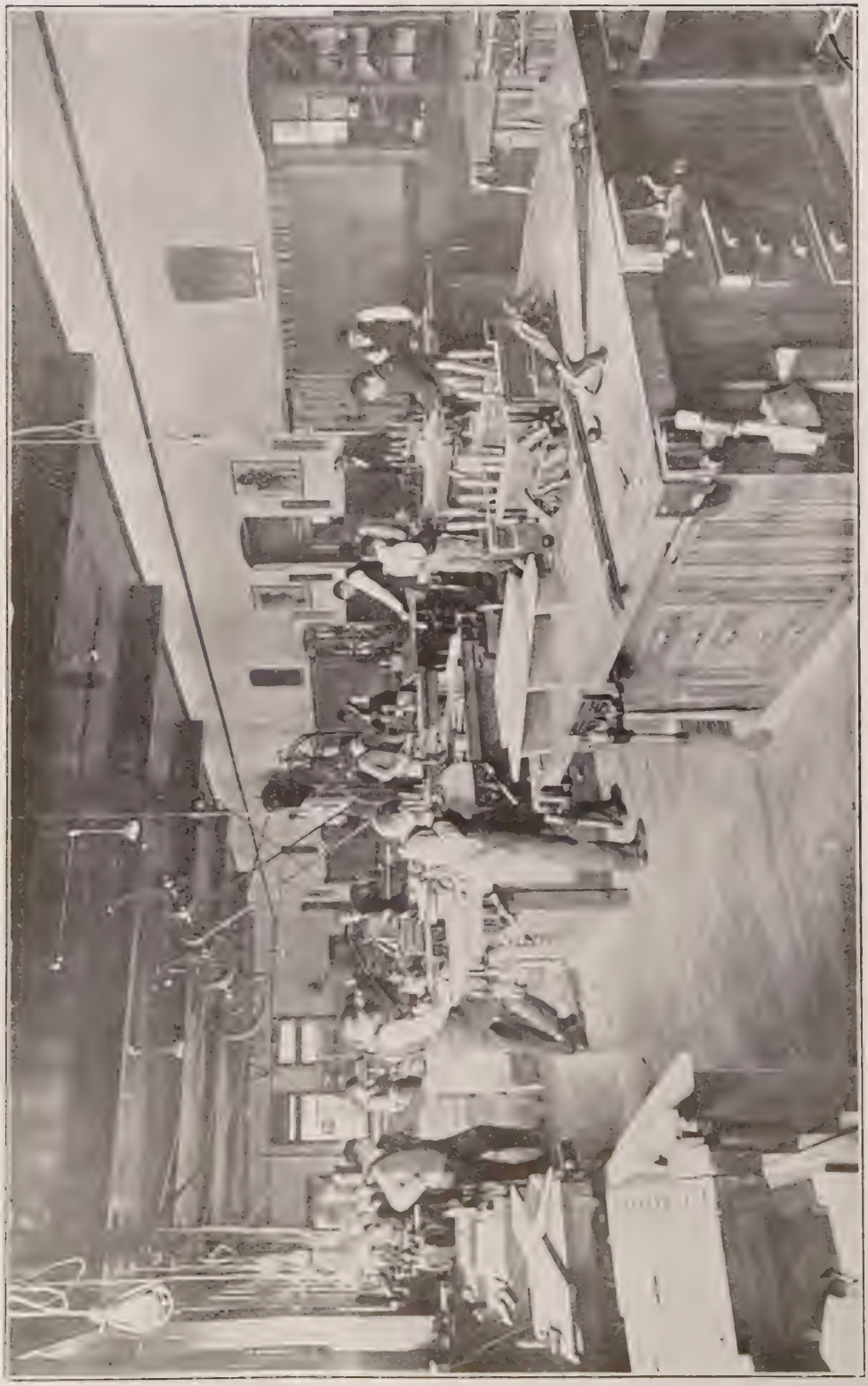
"The main offices are located in the southeast corner on the first floor, and are handsomely fitted.

"At present the management has sixty applicants from prospective pupils, who will begin their studies on the opening day, September 7, but it is expected this number will be greatly increased in a short time, and arrangements have been made whereby certain departments can be enlarged as occasion demands it.

"The following is a list of the more important subjects of study to be taken up: English, arithmetic, algebra, physics, drawing, woodworking, electricity, forging, machine shop practice, mechanical drawing, industrial chemistry, architectural drawing, printing, plumbing, house and sign painting, textile design and manufacture, domestic science, dressmaking and millinery.

"The board has placed the fees at such a low figure that the school will be available to all, whether rich or poor. For day classes, $1 a month for residents of the city, and $3 for non-residents. For evening classes, $1 a month for residents of the city, $5 for non-residents. These fees admit pupils to all classes, and are payable in advance.

"The excellent staff of teachers secured will ensure the best and most satisfactory results. The teaching staff is as follows: J. G. Witton, principal and instructor in mechanical drawing; H. Nold, instructor in electricity; William Bailey, instructor in woodworking; Frank E. Braucht, instructor in machine-shop practice; Julian H. Thomas, instructor in forging; Miss I. W. Strong, instructor in household science; John S. Gordon, instructor in art; Gordon J. Hutton, instructor in architectural drawing. Instructors in English, mathematics, physics and chemistry will be



Woodworking Shop, Hamilton Technical and Art School.

Normal Students at Woodwork Hamilton.

selected from the staff of the Hamilton Collegiate Institute. Instructors in other departments will be appointed as required. The manual training classes previously taught at the Collegiate Institute will be instructed at the Technical School in future.

"The finishing work to the building is being rapidly pushed along, and everything will be in good shape for the opening day, by which time it is expected there will be about one hundred pupils ready to start. Principal Witton, who has had years of experience in this class of work, is taking a keen interest in the school, and if push, energy aand experience count for anything, then the success of Hamilton's new Technical School is assured. Behind Mr. Witton is a staff of able teachers, every one of whom have been selected with a view to best results to the most pupils, and no expense has been spared in providing a teaching staff of the highest standard.

"Hamilton citizens who have not availed themselves of the opportunity to visit this new school, should do so at once, and will be agreeably surprised at the excellence of the equipment in this building. Visitors are always welcome, and they will find in Mr. Witton, the principal, a gentleman who will accord them every courtesy consistent with his duties.

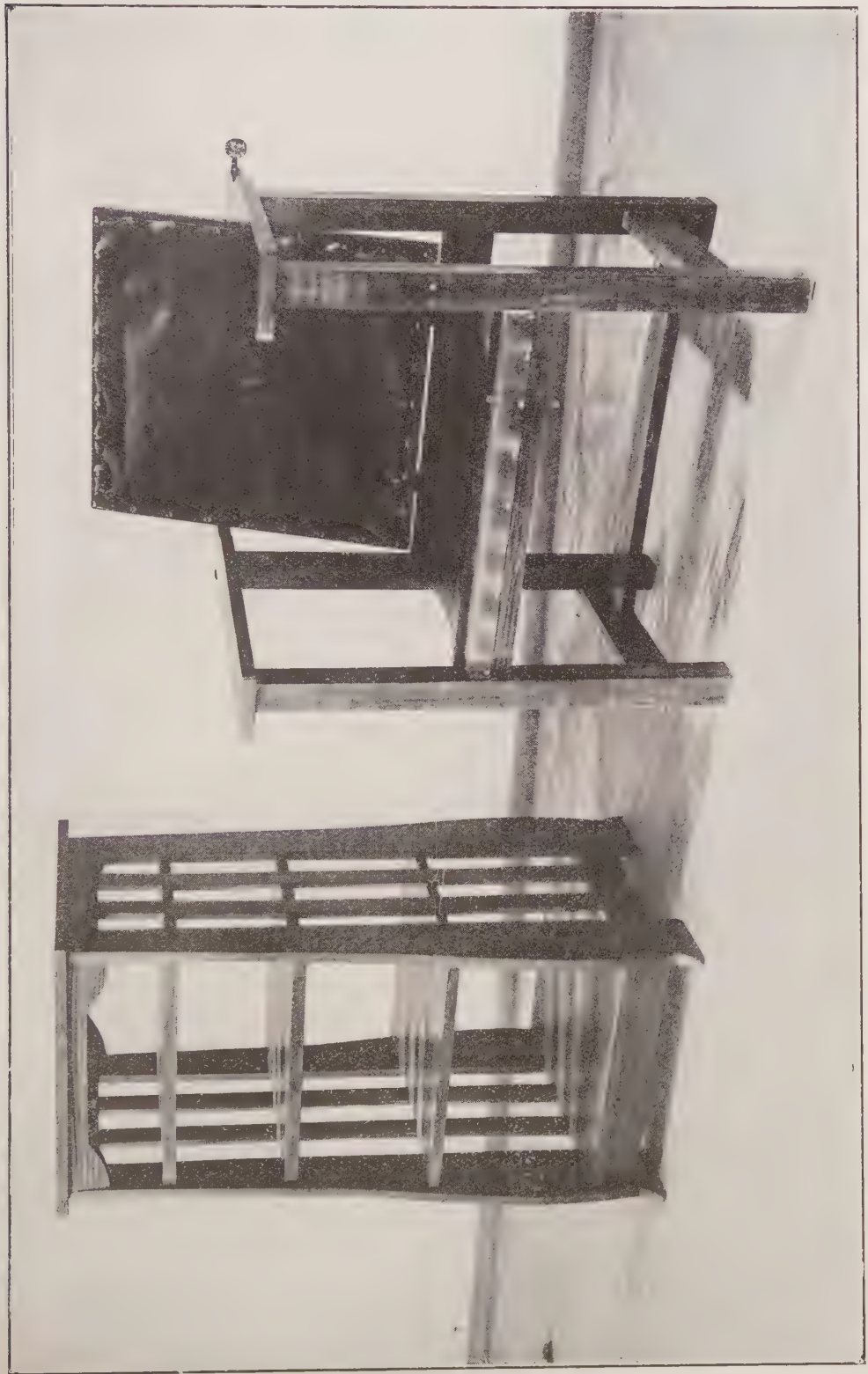
"There has been much work during the past two years connected with the carrying out of the technical school plans, and every detail has been well looked after by the following committee, which had charge since the idea of the school was first talked of: F. J. Howell, chairman; J. Orr Callaghan, J. W. Lamoreaux, Thomas Hobson, Geo. R. Allan, Alfred Ward, George Armstrong and Thos. W. Watkins. Others were added to the above committee recently, who are C. R. McCullough and Alfred Wilkes, representing the manufacturers and the workingmen of the city.

"Thoroughness is a characteristic of the work of the Hamilton Board of Education in whatever it undertakes, and the good rule has not been departed from in the building and equipment of the new Technical School, which has been visited by hundreds of citizens within the past week. Yesterday the members of the board made their final official inspection of the new building and its equipment. Principal Witton and F. J. Howell, chairman of the Technical School Committee, piloted the members around and made all necessary explanations. What they saw was the most up-to-date, finely equipped industrial training institution to be found in Canada. What they heard was that already the roll is well filled and the formation of evening classes has been begun, even these in some cases being now in danger of overcrowding.

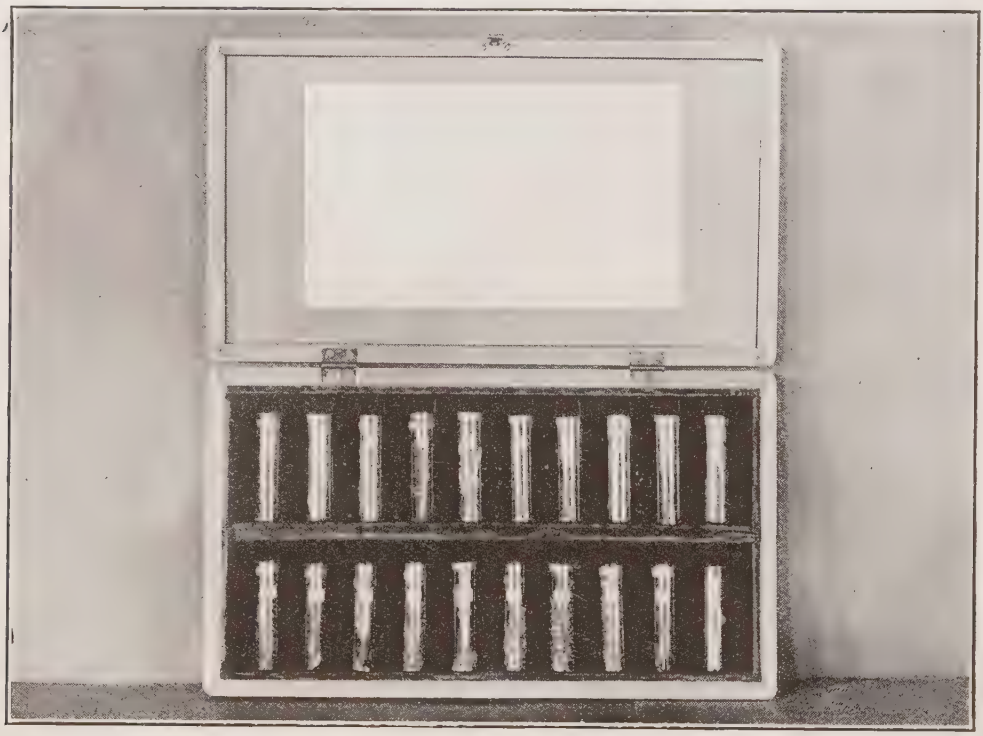
"The Technical School will add considerable to the expense of the education system, but it will be an addition that can be easily justified. Within a very few years it will justify itself in the results it will show in the lives of the young men and women who take advantage of its courses. *The Spectator* congratulates the citizens upon the establishment of this very necessary addition to the city's school system. It is a commendable enterprise, intelligently handled by a committee of practical men, headed by a chairman—F. J. Howell—whose special fitness for that position has been demonstrated a score of times and whose enthusiasm on the question of industrial education was such as guaranteed at the very outset just what has happened—the successful inauguration of the new branch of learning."

VI. Technical Education.

In every previous report I have had the honour to make I have pointed out that as far as real Technical Education is concerned we have done nothing, but have perhaps done a little towards laying a foundation. The Technical Education



Work of Pupils at Hamilton Collegiate Institute.



Seed Case, Stratford Normal School.

Manual Training Building, Institution for the Blind, Brantford.

Normal Students at work in Art Room, Hamilton.

appropriation is largely spent on Manual Training and Household Science and we may as well face the fact that these are not Technical Education properly so called. Though nothing has been done there has been much talk which some day may lead to something. The subject has been debated in the House of Commons in Ottawa and the press throughout the Dominion has taken an earnest interest in the matter and various sides have been presented. *The Hamilton Spectator,* of September 1, 1909, has the following leading article:

"Coming To It.

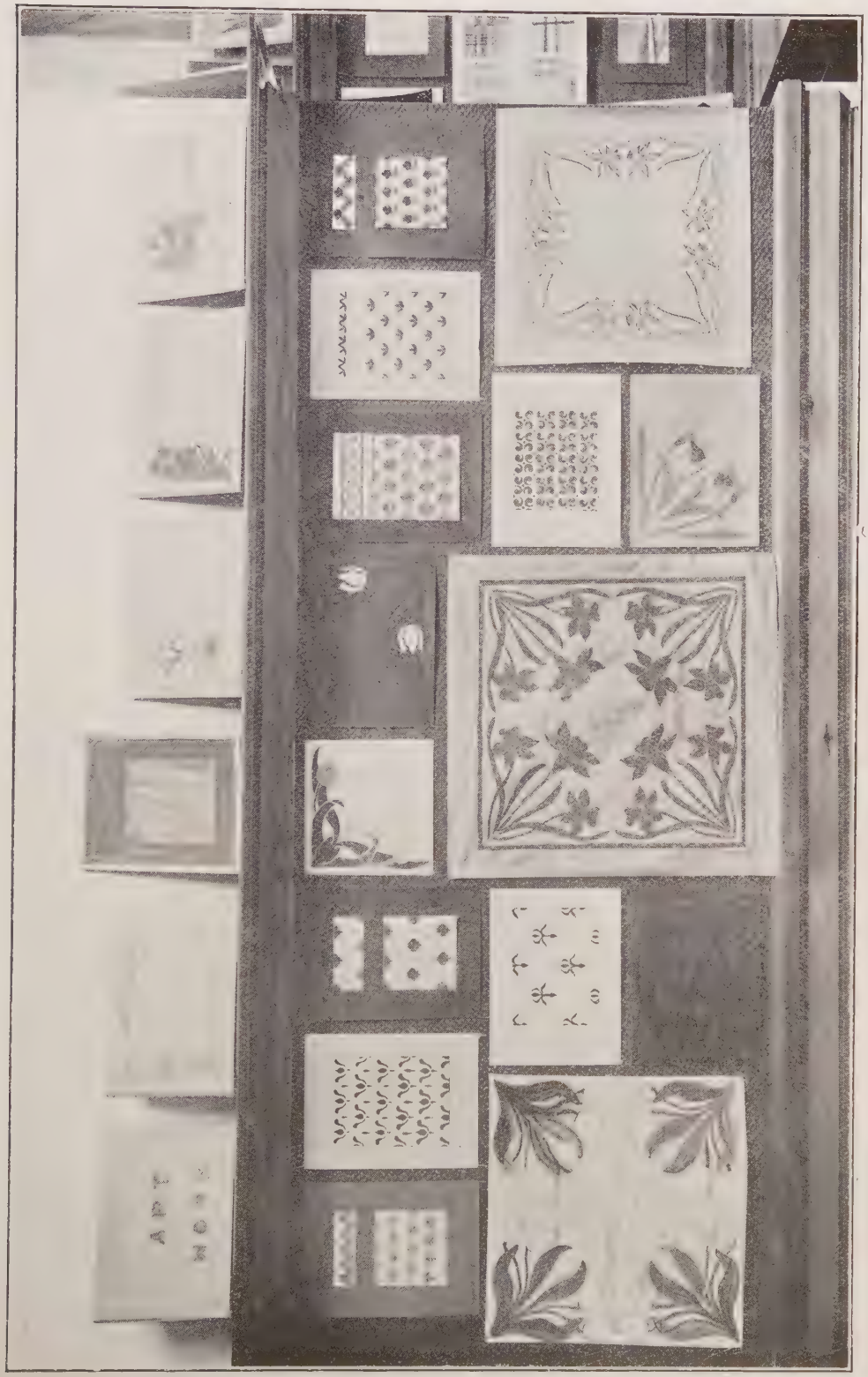
"A committee of the American Federation of Labour, appointed to consider the question of industrial education in the public schools, has made a report which will be warmly received by all those who are interested in technical education and who have been fearful that their ideas might not be favourably regarded by organized labour. The committee urges that the teaching of the principles of mechanics be made a part of the public school course.

"This is surely a concession on the part of organized labour, which has in the past offered opposition to anything that looked like industrial training in the schools. It by no means provides the complete solution to the problem of the manufacturer and other employers of skilled labour, but it is a step in the right direction, and if it fails on trial to furnish the remedy necessary, we may rest assured that labour will, in its own interests, go the necessary step further.

"What employers of the present day complain of is the fact that they can no longer find men qualified to act as foremen or superintendents—men who have a thorough knowledge of every branch of their business. Of late years there has been such a specializing in the manufacturing world that there is very little opportunity left for the young man to learn his trade with the thoroughness that is a necessary qualification in the foreman or superintendent. Nowadays the beginner is set at some particular machine or in some special department of the business, and there he remains until he becomes an expert in that one direction. More than this he does not learn. The old time apprenticeship system has pretty well broken down, and he who would learn thoroughly every part of his trade must seek employment, not in the big city shops, but among the small concerns that have not yet adopted modern methods.

"That the teaching of the principles of mechanics in the public schools will correct this evil is to be doubted. All the teaching of such principles that will be possible in the regular public school course can do little more than turn the ambition of the student, if he has a mechanical bent, to a further study of those principles. Where will he find opportunity to further his ambition? Not in the big shop, where if he goes he will become nothing more than a part of the particular machine which he may be set to operate. Not in the small factory, for there will be so many of him that he cannot be accommodated. To the schools again he will have to appeal, and it is just for this that the Hamilton Board of Education has undertaken the work of technical education in the Collegiate Institute.

"So far the Hamilton Technical School is an experiment. From all indications it will start its first year next week with bright prospects. The principal has told us what the first year course of study is to be, but we are left in the dark as to what is to happen in the second and third years. It is only natural that this should be so, for the management of the Hamilton school has no desire to move faster than the Department of Education, and up to date the Department has not made up its mind just what to do in the matter of technical education.



Art Work, Normal School, Hamilton.

Art Department, Technical and Art School, Hamilton.

Art Work, Normal School, Hamilton.

"Speaking of the second and third years, we could wish that such a course of study might be arranged as would give students an opportunity to matriculate into some one of the colleges where further attention is given to these particular branches. The Collegiate student who foregoes his chance to take the regular academic Collegiate course with university matriculation at its close and some one of the professions as a goal beyond, should be given an opportunity in the Technical School Course, if the thing is at all possible, to continue his technical studies to the very highest point, and we trust that the Board of Education will be able to plan so that this will be the result."

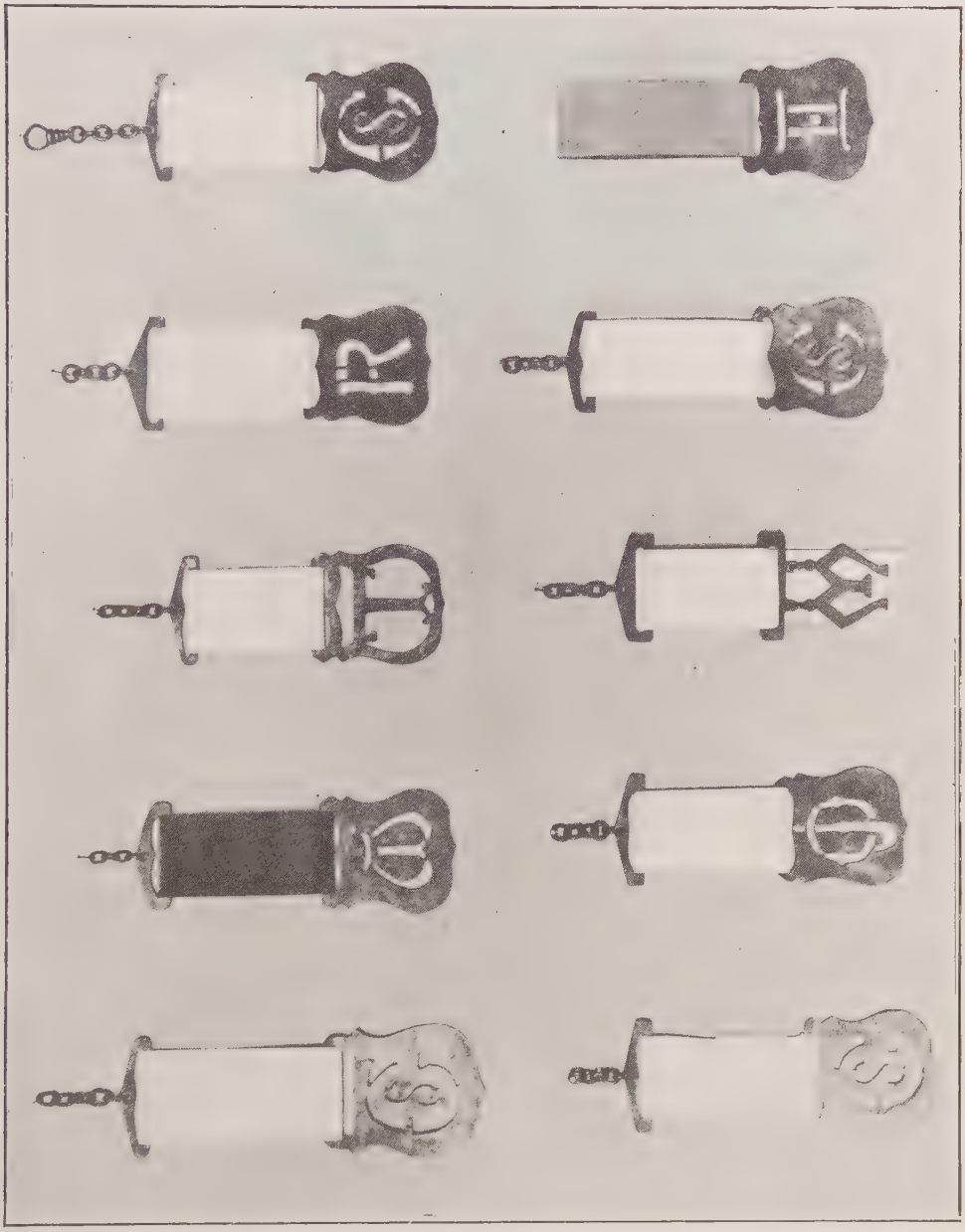
The Toronto Board of Education is still considering the question, having sent a second deputation to the United States to visit schools and institutions claiming to give technical instruction. This deputation has issued a report from which the following extracts are taken:

"Technical Education under the name of Manual Training was first introduced into the secondary schools of the United States about 1879, commencing with the St. Louis Manual Training School. Other schools soon opened up in Baltimore, Chicago, Toledo, and Philadelphia, closely resembling each other in their curricula, equipment and methods of instruction. Later it was introduced in an elementary stage into the upper forms of the primary schools, and now it is found to be thoroughly incorporated into the educational system of the United States in all the grades, including the universities. It is in the High School grades, however, that it first takes definite shape in both woodwork and metalwork, there being only elementary woodwork in the primary grades.

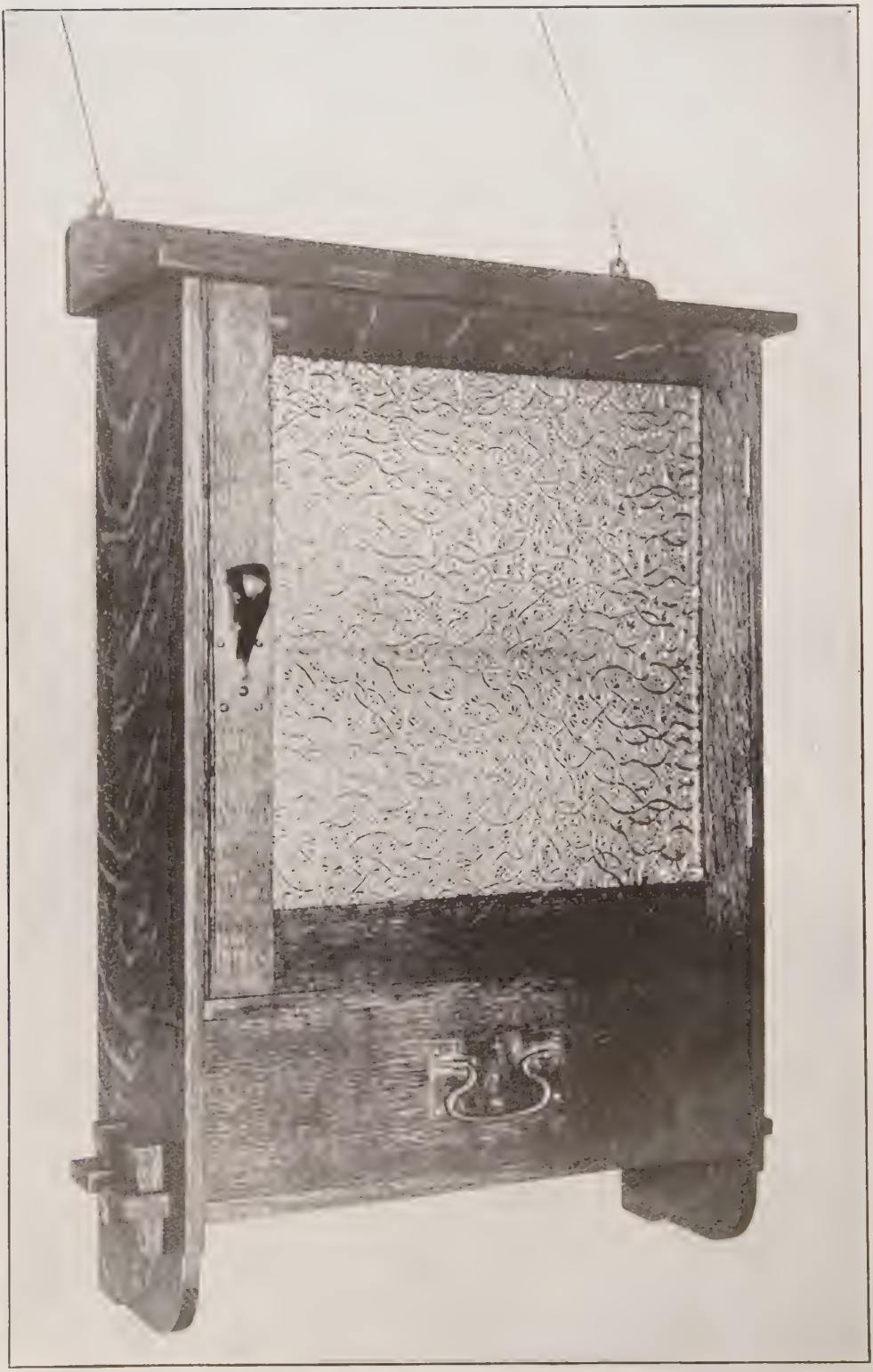
"The Manual Training High School generally has all of the regular courses of the ordinary High School, including the preparation for entering the University and Schools of Law, Medicine, etc., which we call matriculation, and along with these courses a training in woodworking and metalworking. The Technical High School is distinguished from the Manual Training High School in that, while it has all of the shop and laboratory work, it either has no matriculation work or matriculation into schools of Science and Technology only. The tendency is now, when building a new school where shop and laboratory work are to be given prominence, to make it a Technical School, as seen in Springfield, Cleveland, and Newton, thus leaving out the classical course and such other courses as prepare for entrance to the learned professions.

"It will be seen that in the schools visited, both the Academic side and the Shop side are more or less standardized, there being no thought, in the main, of preparing for any definite vocation, as is done in the Trade School. Few, if any, of the Technical High Schools visited make any attempt to prepare pupils for the definite vocations of the towns or cities in which the schools are respectively situated. There is, however, a growing sentiment in favour of extending the courses so as to give a more definite vocational training. The Visiting Committee are of the opinion that not only should the standardized shop and laboratory subjects be added to the courses in the Toronto Technical High School, but such other subjects and courses as the industrial interests of Toronto may require.

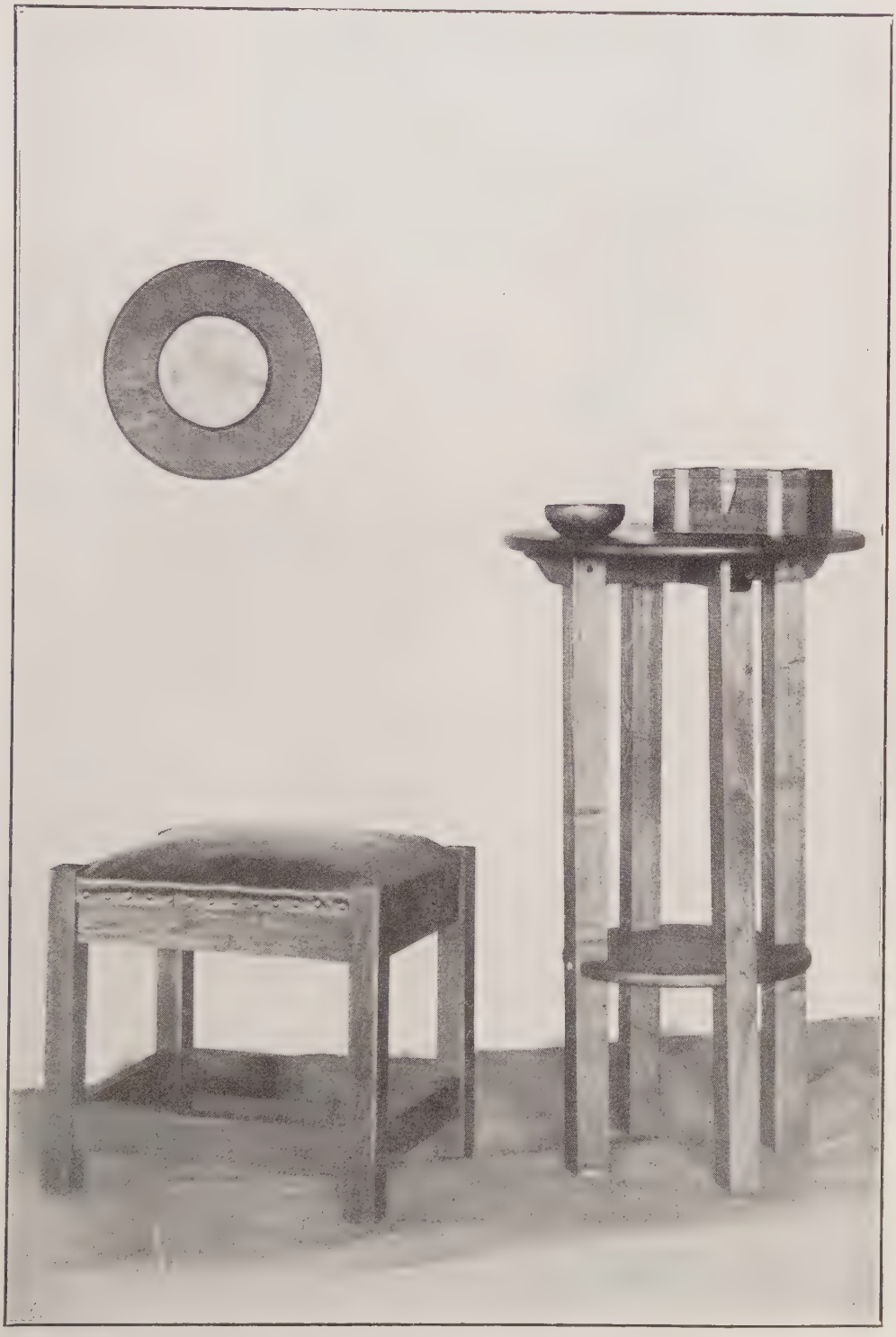
"The primary purpose of the Technical School is to educate the whole boy or girl. The special opportunities afforded tend to reveal to boys and girls their powers and aptitudes and to lead them to a wise choice of occupation. Although the work may not be arranged with special reference to particular vocations, the knowledge and skill acquired in the draughting rooms, shops and laboratories act as stepping stones to profitable employment. A primary purpose of this class of schools is to



Metal Watch Fobs, Ottawa Public Schools.



Medicine Chest, Ottawa Public Schools.



Public Schools, Ottawa.

meet the needs of those boys and girls whose school life ends with the High School; a secondary purpose is to prepare some few for entrance to higher scientific schools. Thus the Technical School, while recognizing the cultural value of literary studies, also recognizes the cultural value of practical and scientific work rightly directed towards utilitarian ends."

In any provisions that we may make for Technical Education we should carefully guard against over-elaboration both in buildings and equipment. The tendency seems to be to spend money on gorgeous architecture which will not at all add to the effectiveness of the work. A plain building of factory construction is the most economical as well as at the same time the most efficient.

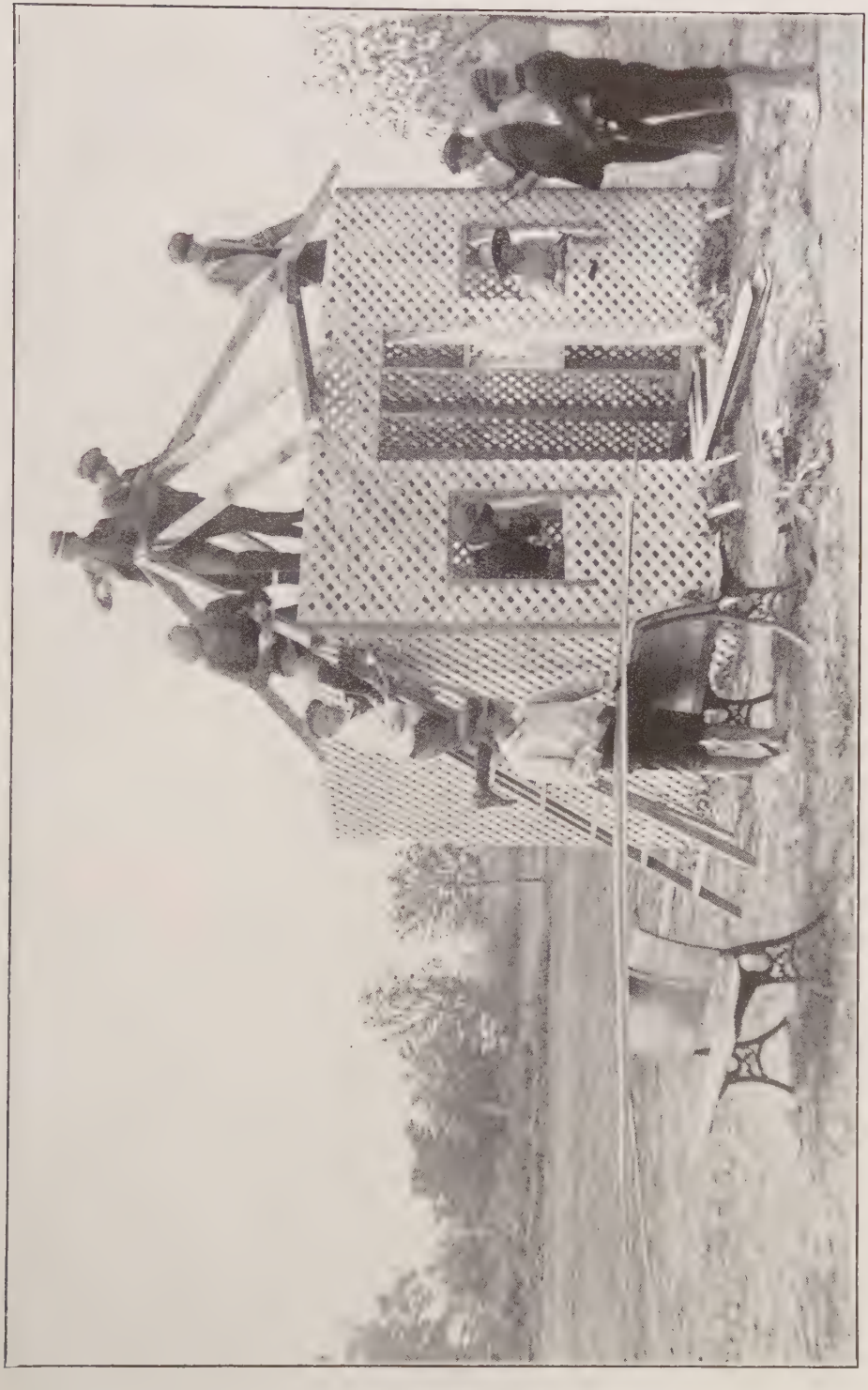
In all discussions of the Trade and Technical School question it is to be regretted that the treatment of this matter generally centres round the man, and the woman's side of it is very largely neglected. If we argue for industrial training solely with a view towards achieving industrial prominence as a nation then the emphasis must be placed on the training of men but the subject should be looked at from the point of view of the larger needs of our civilization and then the industrial training of women is of equal if not greater importance than that of men. Both the home and the factory require consideration. The ideal for the girl is citizenship as expressed in an intelligent care for the home and the question also arises whether it cannot be reached by training her for some definite work in agreement with her needs and her tastes and so develop those qualities which our modern citizenship demands. Industrial training for men has many friends and few enemies, but while industrial training for women as far as it is applied to the home is looked upon with favour, any special training to place girls in skilled trades has many enemies and few friends.

We have statistics to show that in many of the largest cities of the United States from 50 to 79 per cent. of women between the ages of 16 and 20 are employed in occupations outside the home in addition to a large number of girls between fourteen and sixteen who are wandering from one unskilled occupation to another. This lack of training for girls is having its effect upon our skilled industries. "Our stores are flooded with garments poorly made, poorly designed, and showing altogether a lack of understanding regarding materials, colour combinations and fitness." The ability to originate is not found among our workers, so that nearly all the models in the great clothing industries are brought from foreign countries where much stress is laid on training. If women were trained for these industries we should have a higher standard of product, a more skilled supply of labour, less cost of production, fairer wages and more reasonable selling prices.

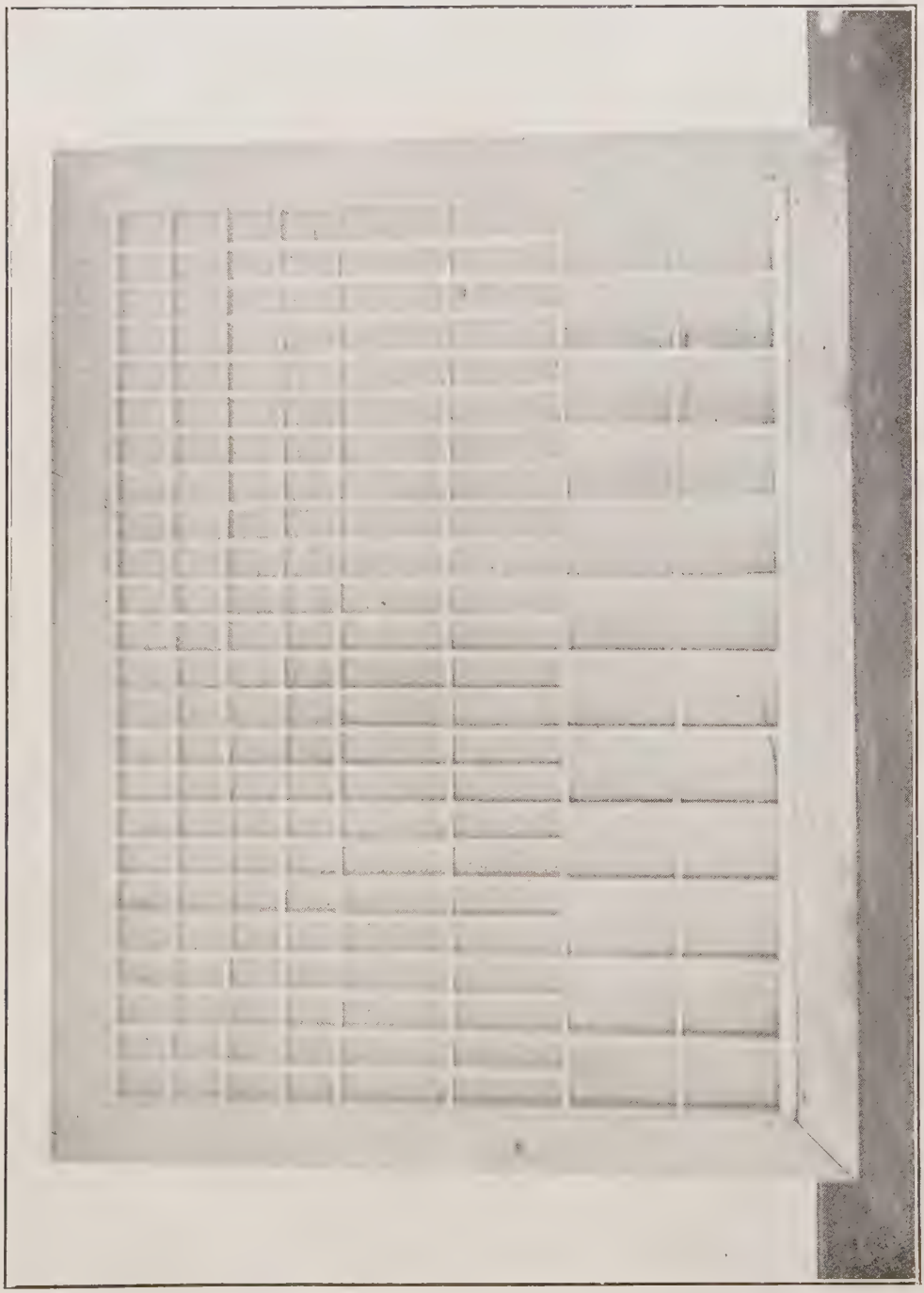
The question is not shall we keep women out of work shops and factories, but in what condition shall we have them enter? Not how shall we strengthen the home under ideal conditions, but how shall we improve it under existing conditions?

The industrial education movement in the United States and many other countries began with private effort. Different firms and organizations undertook the problem. They pointed out the way and showed the necessity until now it has become a public concern indissolubly bound up with the welfare of the nation.

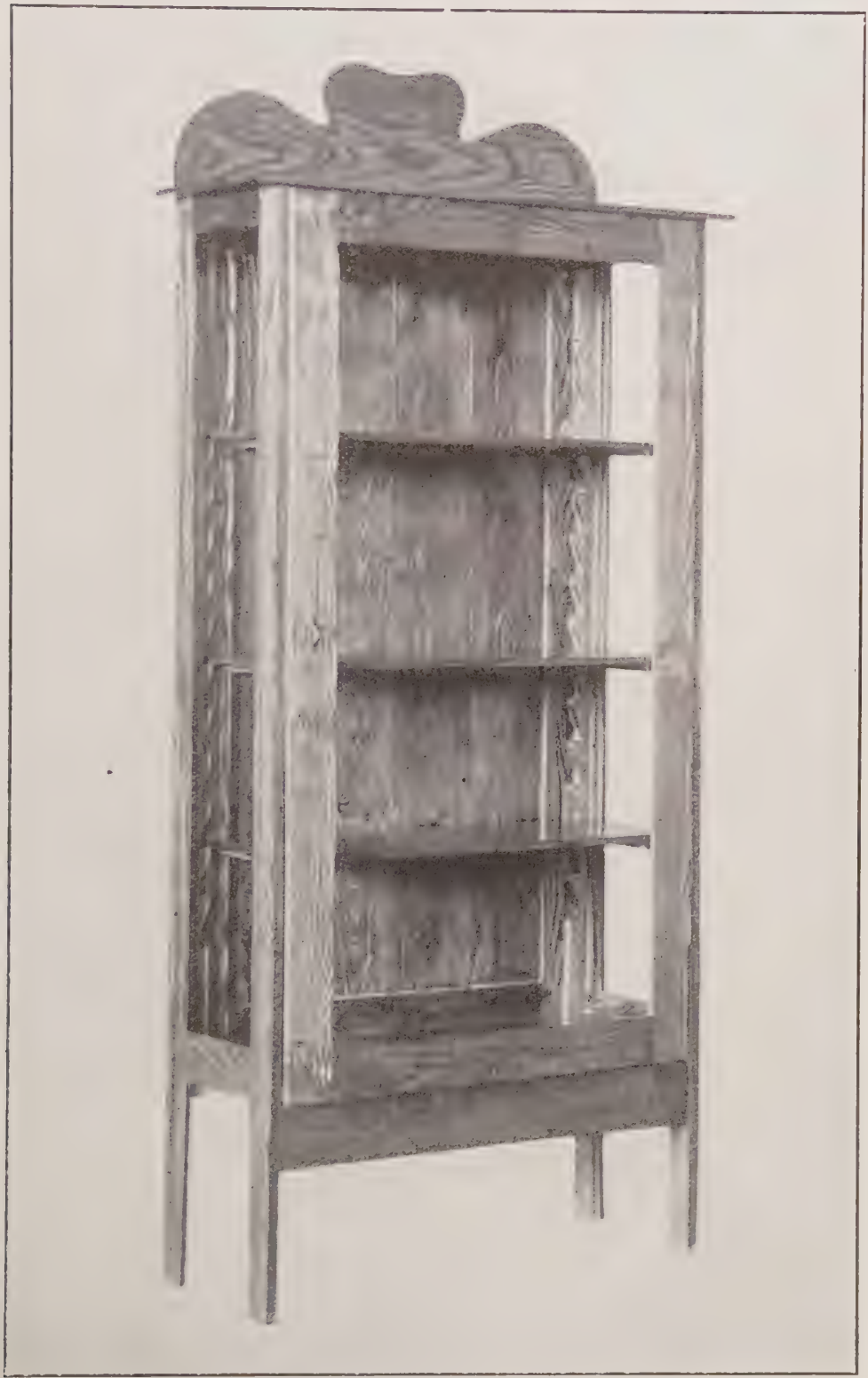
The Canadian Pacific Railway has recently introduced into its system a method by which it hopes to supply itself with skilled labour. *The Toronto Globe* has the following:



Garden Shed, Rittenhouse School.



Seed Case, Rittenhouse School.



Second Year Manual Training Work, Galt Collegiate Institute.

FORM M T 8

CITY OF OTTAWA

MANUAL

Centre FIRST AVE. *Time and day of Attendance*

COMPLETED MODELS

1908 1909

	Sept 11	18	25	October 2	9	16	23	30	November 6	13	20	27	Dec. 4	11	18	January 8	15	22	29	February 5	12	19	26	March 5	12	19	26	April 2	9	16	23	30	May 7	14	21	28	June 4	11	18
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Manual Training Register as used

PUBLIC SCHOOLS.

TRAINING CLASSES.

FRIDAY 1.30 – 3.00 School MUTCHMOR ST.

NAME	Age	CLASS	1908 Sept. 11 18 25	2 9 16	October 23 30	6 13	November 20 27	4 11	Dec. 18	8 15	Janvory 22 29	5 12	February 19 26	5 12	March 19 28	2 9	April 16 23	30 7	May 14 21	28 4	June 11 18	Total
Robert Bannister	14	SrIV	/ /	/ / /

"In these days of earnest and persistent inquiry as to what has already been accomplished in providing technical education for those young people who need and want such a training it is interesting to learn that the Canadian Pacific Railway Company has had for some time in operation in its shops at Montreal a system of instruction which bids fair to produce in the early future very excellent results. Those who are interested in the subject would do well to procure the company's official account of the system, as contained in a small pamphlet entitled 'Welfare Work,' which furnishes much other information as to how the company 'looks after its peaceful army' of seventy thousand men.

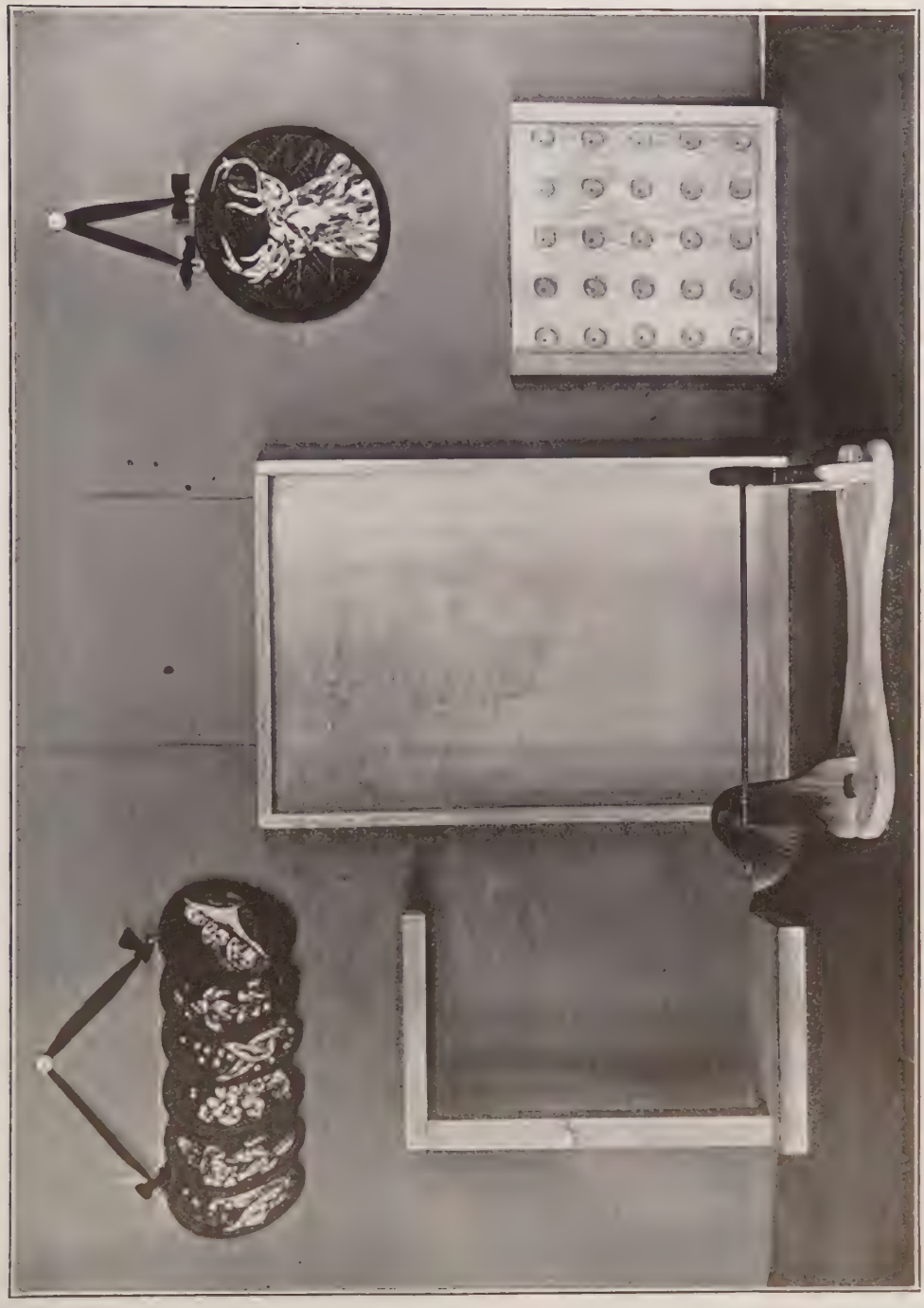
"The essential features of the system are all that can be noted here. The applicant for admission to this technical institute—for that is what it amounts to in reality—has to satisfy the management as to his general intelligence and good health. In the shop, he is put through a systematic and continuous training that enables him to qualify for a mechanic's position. The training is progressive, beginning with a general course which includes reading and writing, elementary arithmetic, geography of the Canadian Pacific system, the lives of eminent Canadians, and freehand drawing. Then follow courses of instruction in shop arithmetic, shop mechanics, shop practice, and mechanical drawing; if necessary, advantage may be taken of the advanced classes in mechanics, electricity, locomotive and car construction, and workshop practice. The practical work of the boys in the workshops is carried on under the direction of skilled shop men who are responsible for their moral as well as their practical training. The pupils are paid their regular wages while in attendance at the instruction classes during working hours. In order to encourage deserving apprentices scholarships have been established by the company, two of which entitle the holders to a four-year course at McGill University.

"One of the most interesting features of the system is the evening classes, of which advantage is taken by over two hundred and fifty employees. The syllabus for these classes in the current year includes locomotive shop practice, electrical engineering, mechanical drawing, iron and steel work, and mathematics. The instructors are all experienced officials, holding responsible positions in the company, and the work is under the supervision of a graduate of London and Cambridge Universities, who has had practical engineering experience and has made a specialty of apprentice work for several years, both in the workshop and the school."

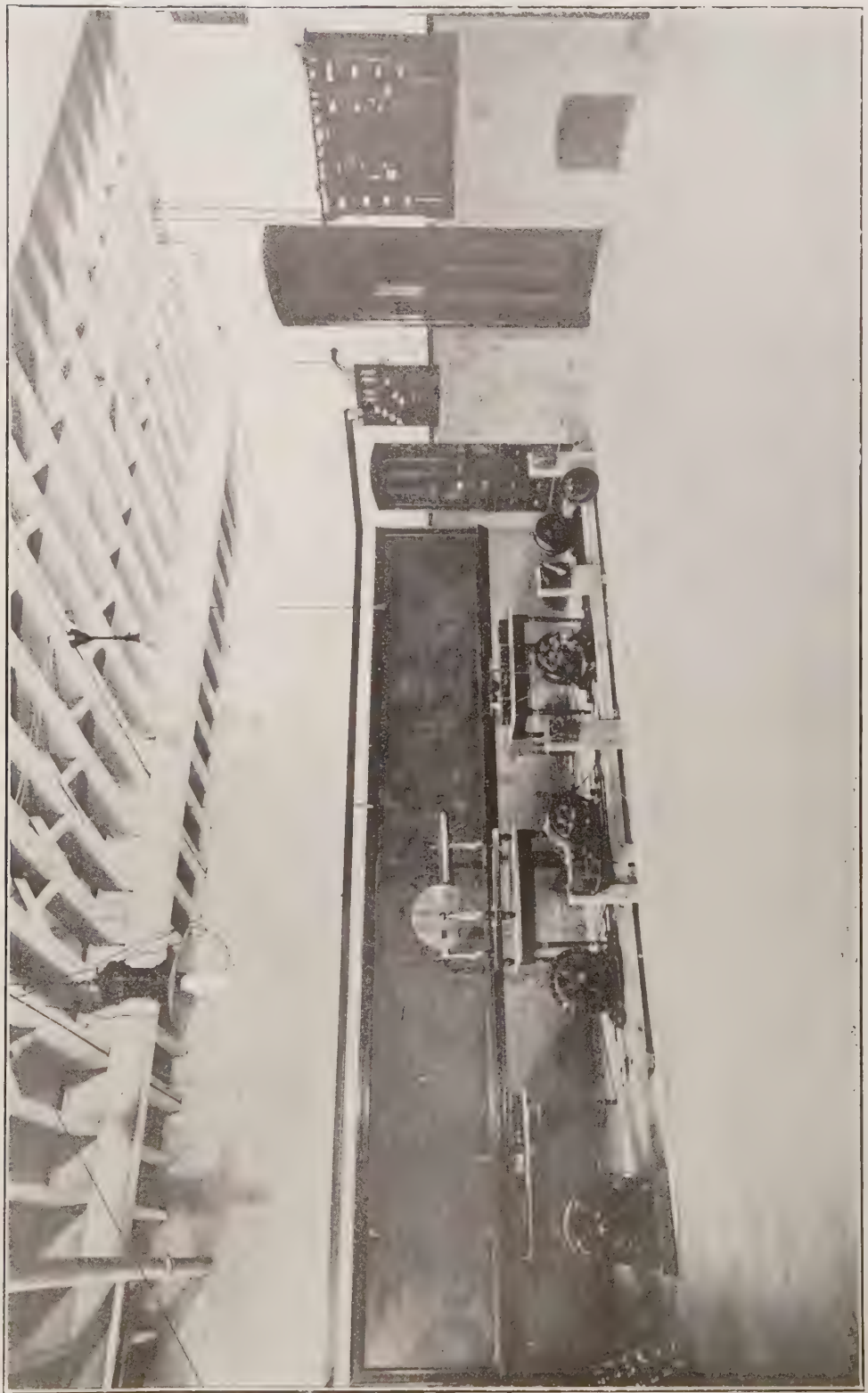
The following particulars are taken from an article entitled "The Making of a Skilled Mechanic," in the "American Machinist:"

Complaints have been often heard, from the heads of manufacturing industries, of the difficulty of obtaining skilled labour. Some concerns have tried to meet this condition of affairs by recruiting skilled labour in their own plants, and at the present time a great deal of attention is being paid on this continent to industrial education. Some railroads and industrial firms have embarked upon elaborate schemes for the training of apprentices, and have gone as far as establishing separate and independent schools for training telegraphers, machinists, engineers, brakesmen, etc.

Unfortunately all educational schemes at present in operation on railroads (with one or two exceptions) lack continuity, for they leave off where they practically should commence and the apprentice or employee is turned out after a partial training and left to his own resources. The training offered by most companies to their employees is generally so unprofitably mismanaged by incompetent



Woodwork, Stratford Normal School.



Electrical Laboratory, Hamilton Technical and Art School.

Machine Shop, Hamilton Technical and Art School.

and untrained men that it is not surprising to find that managements view with suspicion any scheme put forward for raising the intelligence of their employees. It may be that this unprofitableness in many cases has been due to the fact that the recruiting or training of apprentices has been allotted to some officer of the company who already has all he can attend to. The result is a slipshod system, efficient only on paper. Another difficulty has been that in teaching the apprentice there has been but little attention paid to the difference between practice and theory, resulting in 'half-wisdom,' and, as every one knows, 'a little knowledge is a dangerous thing.'

Again, the most deplorable inefficiency of many officials and their ignorance of the economies of modern labour, probably account largely for the restless conditions existing to-day among employees. No heed is given to the morrow, officials give little or no thought towards making the task easier for those who have to follow them or for those who have to co-operate with them. This arises, in many cases, through incapability, for the official attains a certain standard and it is frequently found that it is impossible for him to assimilate the work of his co-officials. His deficiency prevents his further advancement and he therefore not only unconsciously hinders the work of those under him but also the work of his fellow officials. Thus it is that an official, minus early definite and concise training, becomes competent only at a large expense to the company employing him.

The ideal system of training is that one which allows an employee when he joins a railroad or other industrial corporation (provided he has the mental and physical qualifications) to be put through a systematic and continuous training which will enable him to qualify for minor positions. Then by further instruction he can consistently advance to the highest positions in the organization. The aim of any industrial system should be to create desire in the ambitious employee and enable him to rapidly and efficiently assume positions of trust and responsibility. The training of an employee should be continuous and not discontinued at the end of his apprenticeship as is often the case, the employee after desultory training being left to himself.

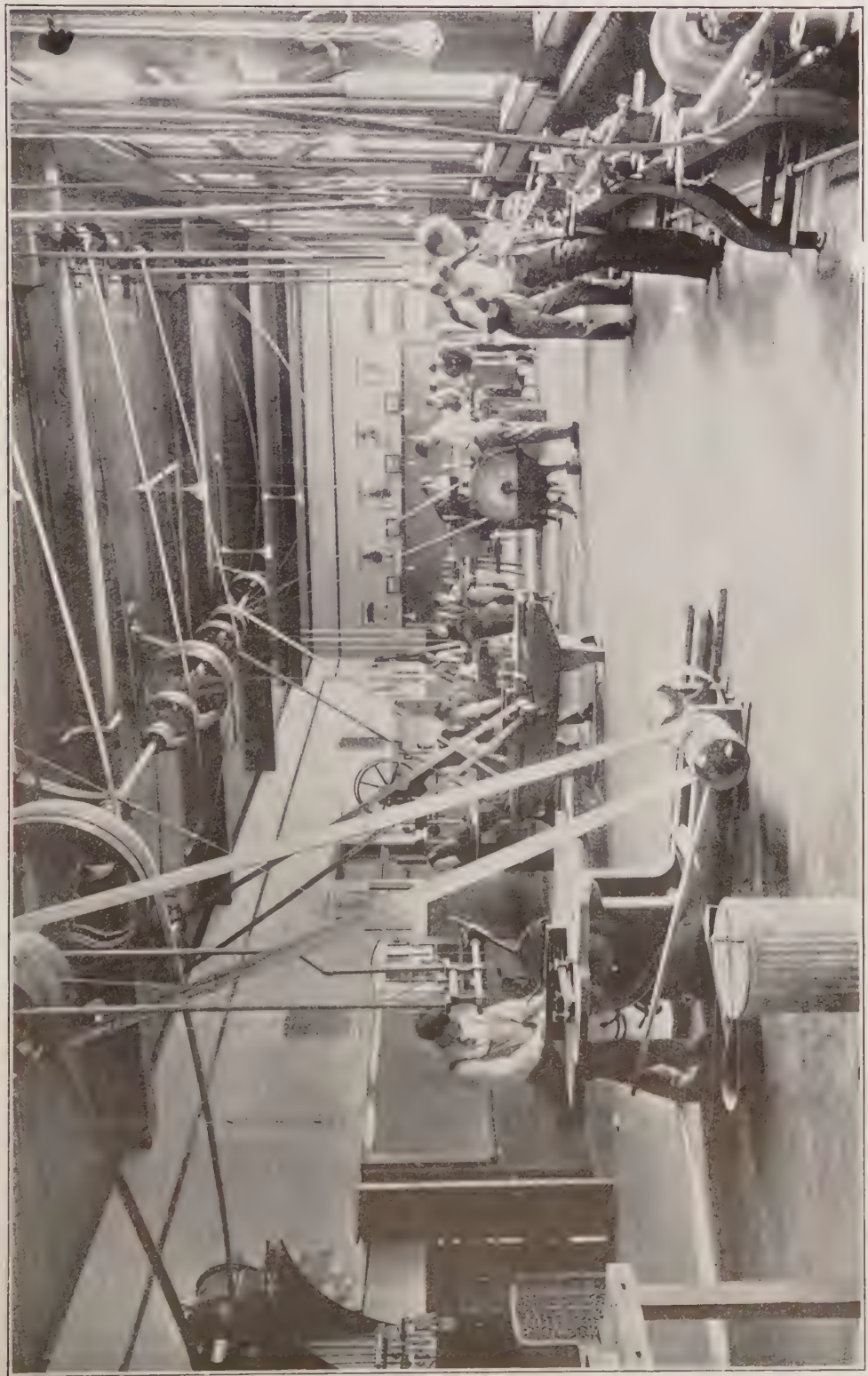
Foremost among our Canadian companies that have taken hold of the apprenticeship system in a rational, far-seeing manner, is the Canadian Pacific Railway. They have now under way a most complete system of apprentice training.

The director of the school or system says: "A great deal of stress is being laid on the educational side, but to my mind the most important factor is the moral training which it is essential our boys should receive, for as we now train our boys so will our men be in the future. Therefore, every care should be taken to train them to become honest, straightforward, well-disciplined and self-respecting men who will be conversant with shop organization and realize that foremen are appointed by employers not for the purpose of standing over them to see that they do their work, but to allot and give out the work required by their employers."

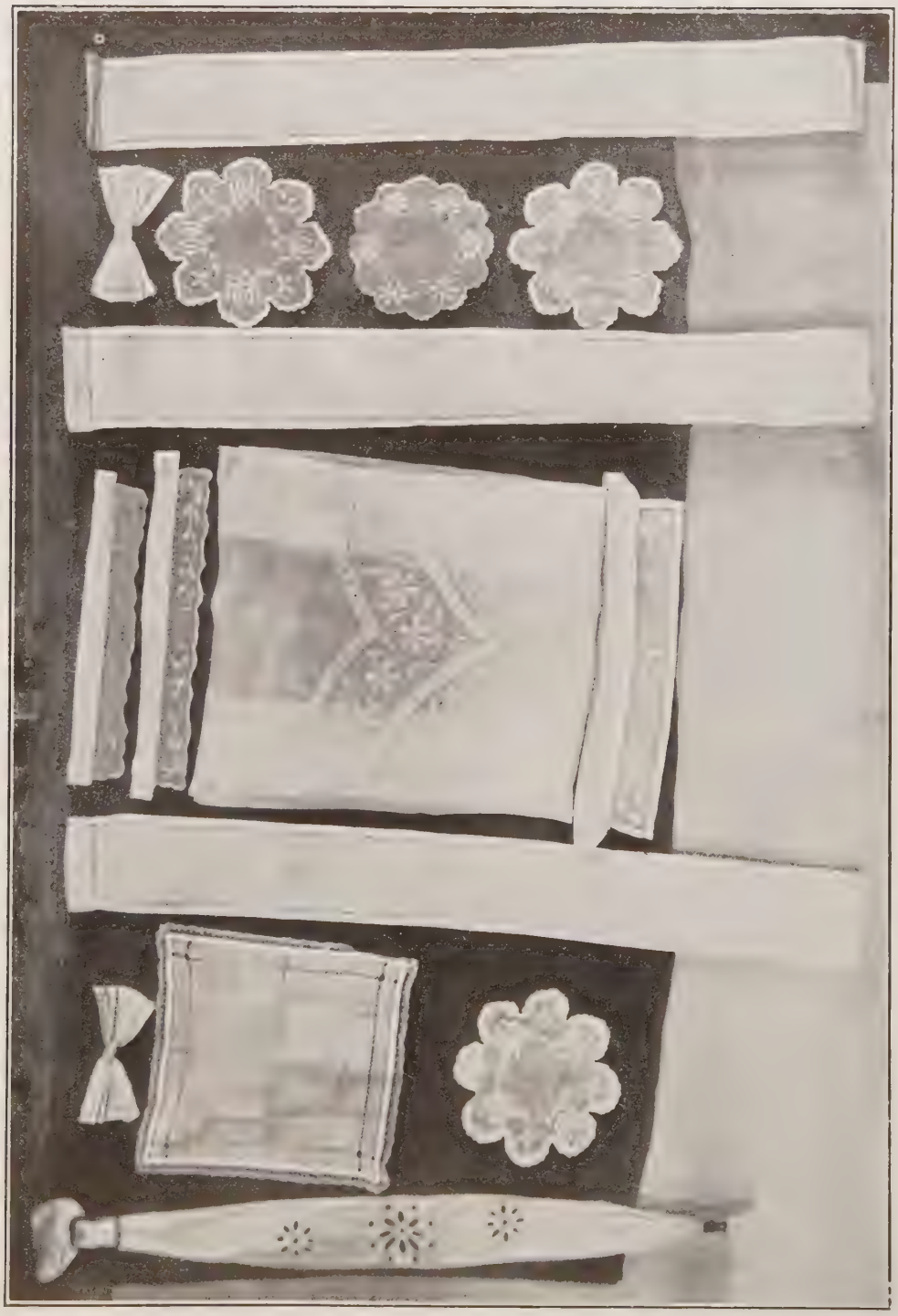
Underlying all the best systems that were ever devised is the first essential that the apprentice should be taught to think in measurable quantities—in other words, think definitely. The principles of the trade in view should be carefully instilled into the boy's mind, after which the details will not be hard to master.

The first apprentice class was organized and held at the Angus shops in Montreal about two years ago and at the beginning of 1909 the scheme was adopted in the Winnipeg shops.

After passing a medical examination boys between fifteen and twenty-one are accepted on probation.



Woodworking Shop, Hamilton Technical and Art School.



Needlework, Rittenhouse School.

Household Science, Guelph Public Schools.

Apprentices are on approbation during their first year and at the end of the year are expected to pass an examination in: Reading and dictation, elementary arithmetic, freehand drawing of mechanical objects, Canadian history and geography.

In the latter class stress is laid upon the geography of the Canadian Pacific Railway system and biographies of the chief officers and other eminent Canadians. This with the obvious end in view of making each boy thoroughly acquainted with the whole system so that he will have a clear conception of what and whom he is working for. Thus he will become a C. P. R. man in heart as well as in name. Besides this preliminary education they must show some aptitude for the work on which they are employed and their conduct, punctuality and attendance must be satisfactory, otherwise their services as apprentices will be dispensed with.

The Various Classes and Trades.

Irrespective of the trade the apprentice has in view, the first year's classes are the same for every boy.

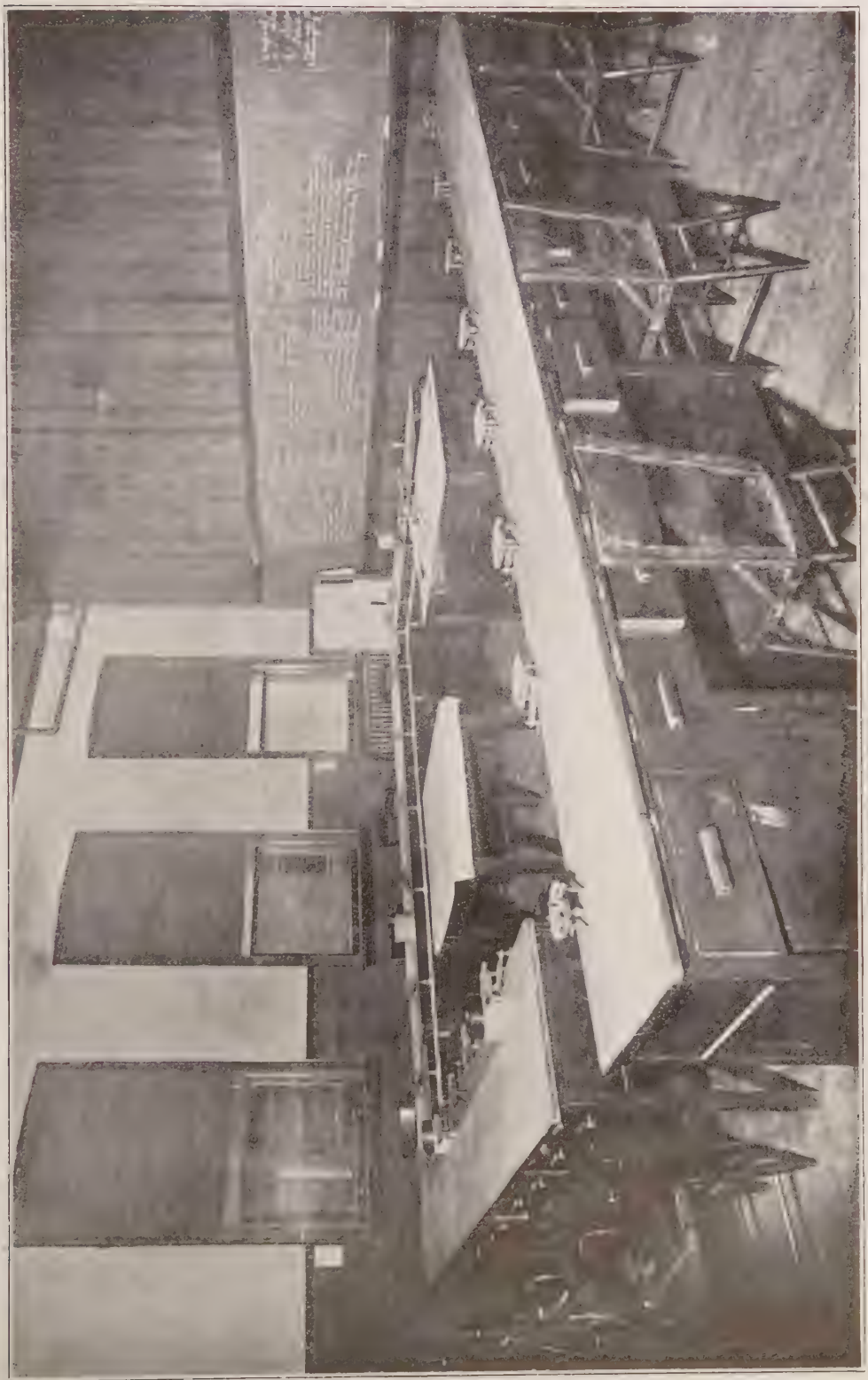
These classes take up the preliminary work as outlined above. After the first year the boys are advanced to what is known as the general instruction class. Here the work is in freehand drawing, geometrical drawing (elemental), elemental projection and development, mechanical drawing and shop mechanics. This latter embraces the principles of friction, levers and simple machines. After this course is completed the boys are allowed to specialize along lines complementary to the shop practice of the particular trades which they are following.

There are thirty trades to choose from of which the following is a list: Locomotive machinist, toolmaker, brass finisher, electric mechanic, boilermaker, silversmith, locomotive blacksmith, carpenter, locomotive draughtsman, locomotive steamfitter, locomotive painter, patternmaker, air brake fitter, locomotive fitter, frog fitter, car machinist, tinsmith, coppersmith, car blacksmith, car plumbers, cabinet maker, upholsterer, moulder, freight car carpenter, car steamfitter, wood machinist, coach carpenter, car painter, car builder, car draughtsman.

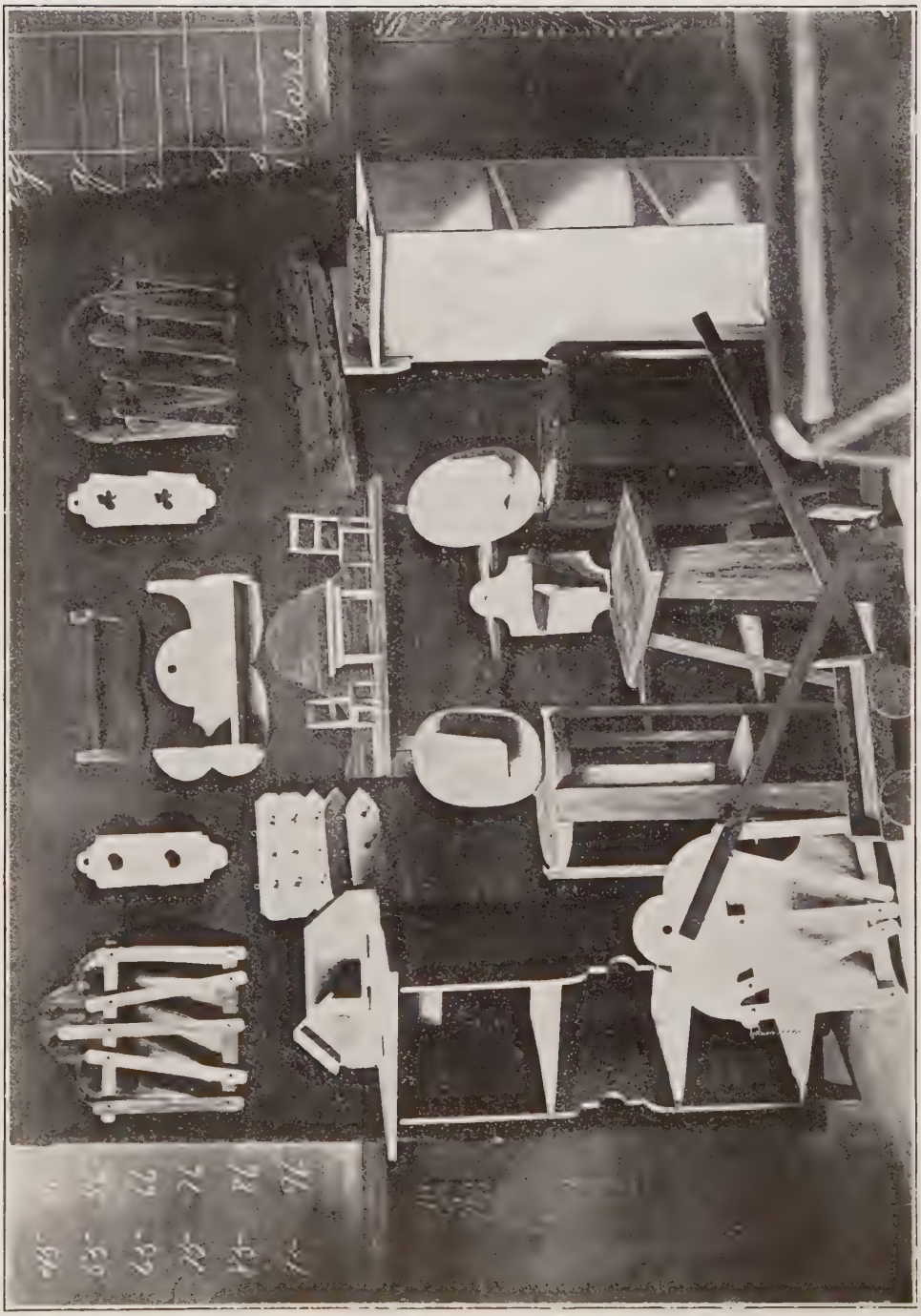
In the shop the boys are grouped under the supervision of the different shop instructors. These men are experts in their different lines of work and their duties consist in looking after the boys under their charge, showing them how to set up their work, and they stay with an apprentice until the lad understands his work thoroughly.

Considerable care is taken to see that the boy thoroughly understands the mechanism of the machine on which he is working. Of course, he doesn't take long to learn that a lathe, for instance, derives its power by means of a belt from a countershaft, and turns the work because the work happens to be fastened to the face-plate. But the company goes further and demands that the boys learn just how this power is transmitted, and the internal arrangements of the machine they work on.

Blue print diagrams of the machines are furnished, which show the different methods of applying the laws of leverage and other mechanics. A boy is sometimes asked the shape of some internal part of a machine, and if he cannot give a rough sketch of it, is told to get a wrench, open up the machine and find out for himself, make a sketch and put it away. In this connection note books are encouraged.



Household Science Room, Hamilton Technical and Art School.



Work of Forms II., III. and IV., Model School, Ottawa.

The class work is devised so that the class room has the closest possible connection with the shops, so much so that the drawings and lesson sheets are literally covered with the dirt and grease from the shops.

In order to stimulate enthusiasm and interest, the company donates each year 10 scholarships. These consist in complete courses in mechanical, boiler, car or electrical engineering following those of the International Correspondence Schools but taught by the company's own instructors. The two main scholarships are those which are given each year to sons of employees and which give the fortunate winners a full four years' course at McGill University, Montreal. The holders of these are employed in the company's shops during vacation, receiving remuneration for their services.

An instructor has been appointed to teach English to the French-speaking apprentices. Each French boy who is unable to speak English receives during working hours, two hours of instruction per week in reading, writing and conversational English.

One economy that has so far resulted from this system is that there is less spoiled work and the boys can use their knowledge of drawing to a great advantage. This is shown in their greatly increased ability to read the shop blueprints. Many dollars are saved for the company through this ability, both in speed and elimination of spoiled work on account of misinterpretation of a blueprint.

The effect upon the apprentice is an enthusiastic endeavour to do better, which, of course, increases his skill and incidentally his output, increasing his value to the company.

It might be assumed that the rank and file of the men would be inclined to resent this innovation which so increases the efficiency of the apprentice. The opposite is the case, however, and they look with favour on the plan which will enable their sons to become skilled mechanics.

Here it may be mentioned that the company puts a great deal of emphasis upon the fact that they are endeavouring to turn out skilled mechanics, rather than superintendents, draughtsmen, etc. The fallacy of many another elaborate system is the fact that it instills into the boys' minds the idea that they are on the way to the "super's" desk or that they will soon take charge of the road. The C.P.R's instructors combat that idea hard, wherever it shows the slightest tendency to appear.

When the boys have served their time the company still makes it interesting to them to continue their educational work, and evening classes are held from October to April. These classes are for those who have served their time and any other employees who want to attend. These classes are under the management of Mr Martin Gower and usually consist of blackboard lectures and individual instruction on one or other of the following subjects:

(1) Geometry and workshop drawing for locomotive machinists. (2) Arithmetic and mensuration for all grades. (3) Forge shop work for blacksmiths. (4) Carpentry and joinery drawing for carmen. (5) Lectures on locomotive boilers, engines and air brakes. (6) Electrical course for electricians. (7) Shop mechanics for all grades.

Those attending these classes are encouraged to ask questions and promote discussion on the subject of the evening, and that they are popular is shown by the attendance last winter when there were 260 enrolled. Examinations are held at the end of the session and prizes awarded.

The upkeep of these classes is divided between the company and the Education Department of the Province of Quebec. The latter allots an appropriation every year, covering the salaries of the instructors.

As the classes take place immediately after work, the company supplies a good substantial meal to those men who take the classes. This meal is free and there is no charge made for the building, light or heat. The company also furnishes absolutely everything connected with the classes, such as pencils, drawing instruments, paper and other materials. This is in contrast to other systems in vogue with other railways, but the C.P.R. thinks that the man who has a large family perhaps, or other cares that give him no excess money for outside things should have the same chance for advancement as the more fortunate man who has less calls on his pay envelope. This education then does not cost the men one single cent.

It is to be sincerely hoped that something will be done in the near future to make a definite start along industrial lines as the demand and the necessity for this kind of training are widespread and urgent.

I am,

Yours obediently,

ALBERT H. LEAKE,

Inspector of Technical Education.

January, 1910.

APPENDIX S.—ANNUAL REPORT OF THE HISTORIOGRAPHER OF THE DEPARTMENT OF EDUCATION FOR THE YEAR 1909.

To the Honourable R. A. Pyne, M.D., LL.D., M.P.P., Minister of Education:

Sir,—In reporting the year's work which I have been enabled to accomplish, I would mention the completion of the Twenty-eighth Volume of the Documentary History of Education in Upper Canada.

This volume concludes the series devoted to that subject, from the passing of the Constitutional Act of 1791, to the close of the Reverend Doctor Ryerson's administration in 1876 as indicated in the title page.

It has been a great pleasure to me to record in these volumes the rise and progress of the Educational System of Upper Canada. It has brought back to me very vividly the satisfaction of working for thirty-two years under so able and so inspiring a chief as Doctor Ryerson, who became my warm personal friend.

It has been very difficult, at times, owing to the mass of material in my possession, to put the facts in a clear and concise shape, and again, it has been occasionally almost impossible for me to find some of the missing links of the chain.

My thanks are due to the Registrars of the several Universities, and others, who have placed the Minute Books and other documents at my service for a record of the proceedings of these Universities, which could not otherwise have been obtained.

I have been able also to record in these Volumes the detailed proceedings, from year to year, of the various Churches on University matters.

It is interesting to know that this Province and the Empire of Germany are the only two countries which have published a connected narrative of the History and Progress of Education. The United States Government practically does so in another form, by giving, in the Annual Report of the Commissioner of Education at Washington, an interesting summary of the year's transactions in each State, and foreign countries, yet in these records there is nothing of a connected historical character.

From many quarters word has come of the value and uniqueness of the educational records in these Volumes, and my hope is that, for many years to come, their value will be enhanced. The following quotation from the last Report of the Commissioner of Education for the United States points to this. He says, "The Twenty-Seventh Volume of the Documentary History of Education in Upper Canada, by Doctor J. George Hodgins, F.R.G.S., Historiographer of the Education Department of Ontario since 1890, was completed in 1908. The History has involved immense research and discriminating judgment, and is indispensable to all students interested in the social and educational history of Canada. Doctor Hodgins, who has reached the advanced age of eighty-eight years, is still actively engaged in his monumental work."

In addition to the completion of this series of the Documentary History, I have made considerable progress in the compilation of a special historical volume on the first establishment of Schools and Colleges in this Province. This has been a most difficult and arduous work, so far as the schools are concerned, and has involved an immense amount of correspondence with the various School Boards, owing to want of local interest on the subject, and often to the non-existence of the "oldest inhabitant," and other causes.

With regard to the projected volume on the "Statues and Monuments of the Dominion," I have already had engraved the series enumerated in the accompanying list, to the number of about ninety, including those of Her late Most Gracious Majesty Queen Victoria (erected in several cities of the Dominion), and statesmen, and other distinguished men connected with our history. These are beautifully engraved, and with the descriptive letter-press—furnished, in many cases, by noted literary and public men, will form a most interesting and attractive publication.

Another volume which I have projected is the separate publication of the more important and specially valuable documents contained in the Documentary History, such as the original Schools Acts, passed under the old regime, of 1809 and 1816; also the first Schools Act of Solicitor-General Day, passed in 1841, after the union of the Provinces of Upper Canada and Lower Canada, and the special report of Lord Elgin on our School System, etcetera.

Very sincerely yours,

J. George Hodgins,
Historiographer.

Toronto, 10th January, 1910.

STATUES AND MONUMENTS OF HER LATE MAJESTY THE QUEEN AND OF NOTED PUBLIC MEN AND OTHERS IN THE DOMINION OF CANADA.

Note.—After a great deal of difficulty and correspondence, I have obtained photographs of the Queen and of the distinguished and other notable personages, whose statues, or monuments, have been erected, and whose names are enumerated in the accompanying list,—all of which have been engraved and are ready for insertion in a special Volume with the necessary accompanying sketches, most of which have yet to be procured.

J. G. H.

1. Her Majesty the Queen, Toronto.
2. Her Majesty the Queen, Ottawa.
3. Her Majesty the Queen, Hamilton.
4. Her Majesty the Queen, Montreal.
5. Her Majesty the Queen, Montreal Hospital, designed by the Princess Louise.
6. Soldiers' Monument Column, with statue of the Queen, Toronto.

The French Period, or Regime.

7. Monument to Samuel Champlain.
8. Obelisk of the place where Champlain landed.
9. Monument to Paul C. de Maisonneuve.
10. Wolfe's Monument.
11. Mural Tablet of General Wolfe in Westminster Abbey.
12. Wolfe's and Montcalm's Monument, Quebec.
13. Statue of Jacques Cartier, Quebec.
14. Statue of Jacques Cartier, St. Malo.
15. Statue of Frontenac.
16. Statue of Father James Marquette, S.J.
17. Monument to Colonel de Salaberry.
18. De Monts' Monument, (Annapolis.)
19. Monument to Bishop Laval.
20. Monument des Braves.

21. Monument to the First Missionary in Lower Canada.
22. Statue to King Hendrick and Sir William Johnson.
23. Monument to Bishop Bourget, Montreal.
24. Statue of M. Joliette, Founder of Joliette, Province of Quebec.
25. Monument to Father Claud Allouez, (Wisconsin.)
26. Statue of Father Jougas.
27. Statue of Bishop Tabaret, Ottawa.
28. Statue of Monseigneur Deziel.

The War of 1812-1815 *and Later Events and Persons.*

29. Monument of Sir Isaac Brock, Queenston Heights.
30. Mural Tablet; Death of General Brock, in Westminster Abbey.
31. Sketch Monument on the Place where General Brock fell.
32. Monument on the Battlefield of Lundy's Lane.
33. Monument on the Battlefield of Chrysler's Farm.
34. Monument on Beaver Dams Battlefield.
35. Bust of Laura Secord in Cemetery.
36. Monument to Chief Joseph Brant, Brantford.
37. Memorial Column to Soldiers Who Fell at Fort Erie.
38. Memorial Column to he United Empire Loyalists, Adolphustown.
39. Monument to the United Empire Loyalist Women of New Brunswick.
40. Monument Statue to the Lily of the Mohawks (Indian Maiden.)
41. Monument to Barbara Heck, Toronto.

The Governors and Lieutenant-Governors of the Dominion, Etc.

42. Statue of Governor Simcoe, Toronto.
43. Statue of Sir John Colborne, Lord Seaton, England.
44. Monument to Lord Dufferin.
45. Statue of Sir Oliver Mowat.

The Public Men of the Dominion.

46. Bust of Sir John Macdonald, (Westminster Abbey.)
47. Statue of Sir John Macdonald, Ottawa.
48. Statue of Sir John Macdonald, Toronto.
49. Statue of Sir John Macdonald, Kingston.
50. Statue of Sir John Macdonald, Montreal.
51. Statue of Sir John Macdonald, Hamilton.
52. Statue of Sir George Cartier, Ottawa.
53. Statue of the Honourable Alexander Mackenzie, Ottawa.
54. Statue of the Honourable George Brown, Toronto.
55. Statue of the Reverend Egerton Ryerson, Toronto.
56. Statue of the Honourable Joseph Howe, Halifax.
57. Statue of the Honourable John Young, Montreal.
58. Monument to Simon Fraser.

Military Monuments and Memorials.

59. The Crimean Monument, Halifax.
60. The Volunteer Monument, Toronto.
61. The Volunteer Monument, Winnipeg.

62. The Strathcona Memorial, Montreal.
63. The South African Soldiers' Monument, Toronto.
64. The South African Soldiers' Monument, Hamilton.
65. The South African Soldiers' Monument, Brantford.
66. The South African Soldiers' Monument, Ottawa.
67. The South African Monument to Osgood and Rogers, Ottawa.
68. The South African Soldiers' Monument, Quebec.
69. The South African Soldiers' Monument, Halifax.
70. The South African Soldiers' Monument, Montreal.
71. The South African Soldiers' Monument, Charlottetown.
72. The South African Soldiers' Monument, St. John, N.B.
73. The South African Soldiers' Monument, Sarnia.
74. Monument to Alexander Watson, South Africa, St. Catharines.
75. Statue to Colonel Williams, Port Hope.
76. Monument to Young Latimer, Granby.
77. Monument to William Price at Chicoutimi.
78. Monument to Volunteers, Fenian Raid, Toronto.
79. Monument to Volunteers, Fenian Raid, Eccles' Hill.
80. In Memoriam Tablet to Young Harper, of Ottawa.

Monuments to Various Persons and Events.

81. Monument to the Reverend Alexander Forester, D.D., Chief Superintendent of Education, Nova Scotia.
82. Monument to Cremazie, French-Canadian Poet.
83. Monument to Chenier, French-Canadian "Patriot," 1837.
84. Monument to Short and Wallack, Quebec.
85. Monument to J. G. Howard and Wife, Toronto.
86. Cenotaph to Francis Bain, Naturalist, Prince Edward Island.
87. Monument to Frederick Young, St. John, New Brunswick.
88. Monument to Harper, Ottawa.
89. Monument to the Pioneers, Artemesia, County of Grey.
90. Monument to the Victims of the Ship Fever, Grosse Isle.

APPENDIX T.—LIST OF INSPECTORATES AND INSPECTORS.

Inspectorates.	Public School Inspectors.	Post Office.
Algoma District (in part); Towns of Blind River, Bruce Mines, Sault Ste. Marie, Steelton, Thessalon	L. A. Green, B.A.	Sault Ste. Marie.
Brant County; Town of Paris	T. W. Standing, B.A.	Brantford.
Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Tara	John McCool, M.A.	Walkerton.
Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton	W. I. Chisholm, M.A.	Kincardine
Carleton, East; Village of Eastview	Thos. Jamieson, B.A.	Ottawa.
Carleton, West and Lanark, East; Towns of Almonte, Carleton Place (Joint Inspectorate)	Willis C. Froats, M.A.	Carleton Place.
Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	Nathaniel Gordon	Orangeville.
Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Arthur Brown	Morrisburg.
Elgin, East; Town of Aylmer; Villages of Springfield, Vienna, West Lorne	Welburn Atkin	St. Thomas.
Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley (Joint Inspectorate)	John A. Taylor, B.A.	St. Thomas.
Essex, North (No. 1); Town of Sandwich; Village of Belle River; Bilingual Public Schools in the Districts and Bilingual Roman Catholic Separate Schools in Essex and Kent Counties (Joint Inspectorate)	D. Chenay	Windsor.
Essex, South (No. 2); Towns of Amherstburg, Essex, Kingsville, Leamington	D. A. Maxwell, B.A., LL.B., Ph.D.	Windsor.
Frontenac, South; Villages of Garden Island, Portsmouth	Wm. Spankie, M.D.	Kingston.
Frontenac, North; and Addington (Joint Inspectorate)	M. R. Reid, M.A.	Sydenham.
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	Donald McDiarmid, M.D.	Maxwell.
Grey, East; Town of Thornbury	Samuel Huff, B.A.	Meaford.
Grey, West; Town of Owen Sound; Village of Chatsworth	H. H. Burgess, B.A.	Owen Sound.
Grey, South; Towns of Durham, Hanover, Meaford; Villages of Dundalk, Markdale, Neustadt	N. W. Campbell, B.A.	Durham.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville	Clarke Moses	Caledonia.
Haliburton, Parry Sound East, and Muskoka East (Joint Inspectorate); Towns of Kearney, Huntsville	Sylvanus Phillips, B.A.	Minden,
Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown	J. S. Deacon	Milton.
Hastings, Centre; Villages of Madoc, Marmora, Stirling, Tweed	Wm. Mackintosh	Madoc.
Hastings, South, and City of Belleville; Towns of Deseronto, Trenton (Joint Inspectorate)	H. J. Clarke, B.A.	Belleville.
Hastings, North; Nipissing, South, and Parry Sound, North-East, Districts; Town of Powassan; Village of Bancroft (Joint Inspectorate)	E. E. Ingall, B.A.	Trenton.
Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter	David Robb, B.A.	Brussels.

LIST OF INSPECTORATES AND INSPECTORS.—Continued.

Inspectorates.	Public School Inspectors.	Post Office.
Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall	J. Elgin Tom	Goderich.
Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Village of Thamesville	Rev. W. H. G. Colles	Chatham.
Kent, West, and City of Chatham; Town of Wallaceburg; Village of Tilbury (Joint Inspectorate)	J. H. Smith, M.A.	Chatham.
Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford	N. McDougall, B.A.	Petrolea.
Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Courtright, Point Edward, Thedford, Wyoming	Henry Conn, B.A.	Sarnia.
Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate	F. L. Michell, M.A.	Perth.
Lanark, East (see Carleton West).		
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport	Wm. Johnston, M.A., LL.B.	Athens.
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate	Robert Kinney, M.D.	Brockville.
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate)	T. A. Craig	Kemptville.
Lennox; Town of Napanee; Villages of Bath, Newburgh	D. A. Nesbitt, M.A.	Newburgh.
Lincoln, and Pelham Tp.; Towns of Niagara, Thorold; Villages of Beamsville, Grimsby, Merritton, Port Dalhousie (Joint Inspectorate)	W. W. Ireland, B.A.	St. Catharines.
Manitoulin Island, Algoma (in part), District; Towns of Copper Cliff, Gore Bay, Little Current, Massey, Webbwood	John McLaughlin	Gore Bay.
Middlesex, East; Village of Lucan	P. J. Thompson, B.A.	London.
Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville	H. D. Johnson.	Strathroy.
Muskoka, West, District; Towns of Bracebridge, Gravenhurst; Village of Port Carling	H. R. Scovell, B.A.	Bracebridge.
Muskoka, East (see Haliburton).		
Nipissing, North, District; Towns of Mattawa, Cobalt, Englehart, Haileybury, Latchford, New Liskeard, North Bay	J. B. McDougall, B.A.	North Bay.
Nipissing, East (see Thunder Bay).		
Nipissing, South (see Hastings North).		
Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan, Waterford	H. Frank Cook, B.A.	Simcoe.
Northumberland and Durham, Centre; Town of Cobourg; Village of Millbrook	Albert Odell	Cobourg.
Northumberland and Durham, East; Town of Campbellford; Villages of Brighton, Colborne, Hastings	Robert Boyes	Campbellford
Northumberland and Durham, West; Towns of Bowmanville, Port Hope; Village of Newcastle	W. E. Tilley, M.A., Ph.D.	Bowmanville

LIST OF INSPECTORATES AND INSPECTORS.—Continued.

Inspectorates.	Public School Inspectors.	Post Office.
Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington, Port Perry	R. H. Walks, B.A.	Brooklin.
Ontario, South; Towns of Oshawa, Whitby.	John Waugh, B.A., D.Paed.	Whitby.
Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate)	J. M. Cole	Woodstock.
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich	R. A. Paterson, B.A.	Ingersoll.
Parry Sound, South, District; Town of Parry Sound; Villages of Burk's Falls, Sundridge, South River	Rev. Geo. Grant, B.A.	Orillia.
Parry Sound, North-East (see Hastings North).		
Parry Sound, North-West (see Thunder Bay).		
Parry Sound, South-East (see Haliburton).		
Peel; Town of Brampton; Villages of Bolton, Streetsville	W. J. Galbraith, B.A.	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton	William Irwin, B.A.	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate)	J. H. Smith, B.A.	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood	Richard Lees, M.A.	Peterborough
Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate)	G. E. Broderick	Lindsay.
Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Orignal	W. J. Summerby	Russell.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington	G. D. Platt, B.A.	Picton.
Rainy River District; City of Port Arthur; Towns of Fort Frances, Keewatin, Kenora, Rainy River (Joint Inspectorate).	John Ritchie	Port Arthur
Renfrew, North; Town of Pembroke; Village of Cobden	E. T. White, B.A.	Pembroke.
Renfrew, South; Towns of Arnprior, Renfrew; Village of Eganville	G. G. McNab, M.A.	Renfrew.
Simcoe, North; Towns of Barrie, Collingwood; Village of Creemore	G. K. Mills, B.A.	Collingwood
Simcoe, South-West; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Tottenham	Rev. Thos. McKee, B.A.	Barrie.
Simcoe, East; Towns of Midland, Orillia, Penetanguishene; Village of Coldwater	Isaac Day, B.A.	Orillia.
Stormont; Town of Cornwall; Village of Finch	James Froats, B.A.	Cornwall.
Thunder Bay; East Nipissing and North-West Parry Sound, Districts; City of Fort William; Towns of Sudbury, Sturgeon Falls, Cache Bay (Joint Inspectorate)	D. M. Christie, B.A.	Keewatin.
Victoria, West; Villages of Fenelon Falls, Woodville	W. H. Stevens, B.A.	Lindsay.
Victoria, East (see Peterborough West).		
Waterloo (No. 1); Towns of Berlin, Hespeler, Preston, Waterloo; Village of Elmira	Thomas Pearce.	Berlin.
Waterloo (No. 2); Town of Galt; Villages of Ayr, New Hamburg	F. W. Sheppard	Berlin.

LIST OF INSPECTORATES AND INSPECTORS.—Concluded.

Inspectorates.	Public School Inspectors.	Post Office.
Welland; City of Niagara Falls; Town of Welland; Villages of Bridgeburg, Chippawa, Fort Erie, Port Colborne. (Thorold Town and Pelham Township are under Lincoln Inspector). (Joint Inspectorate)..	John Marshall, B.A...	Welland.
Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford	Robt. Galbraith, B.A.....	Mount Forest.
Wellington, South; Villages of Arthur, Drayton, Elora. Erin, Fergus	J. J. Craig, B.A.	Fergus.
Wentworth; Town of Dundas; Village of Waterdown.....	J. H. Smith	Hamilton.
York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Richmond Hill, Sutton, Woodbridge.....	C. W. Mulloy, B.A.....	Aurora.
York, South; Town of North Toronto; Villages of Markham, Stouffville, Weston, (Joint Inspectorate).....	A. L. Campbell, M.A.....	Weston.
Brantford, City of	E. E. C. Kilmer, B.A.....	Brantford.
Guelph, do	Wm. Tytler, B.A.	Guelph.
Hamilton, do	W. H. Ballard, M.A.....	Hamilton.
Kingston, do	J. Russell Stuart.....	Kingston.
London, do	C. B. Edwards, B.A.....	London.
Ottawa, do	John C. Glashan, LL.D.....	Ottawa.
Peterborough, do	A. Mowat, B.A.	Peterborough.
St. Catharines. do	D. C. Hetherington	St. Catharines.
Toronto, do	James L. Hughes, Chief Insp'r .	Toronto.
do do	W. F. Chapman, B.A.....	Toronto.
do do	W. H. Elliott, B.A.....	Toronto.
do do	E. W. Bruce, M.A....	Toronto.
Windsor, do, and Town of Walkerville.....	Robt. Meade, M.A.....	Windsor.

R. C. SEPARATE SCHOOL INSPECTORS.

Inspector.	Post Office.	Jurisdiction.
J. F. Power, M.A.....	Toronto, 829 Major Street	Separate Schools.
Michael O'Brien	Peterborough	" "
J. F. Sullivan, B.A.	London, 873 Hellmuth Ave.....	" "
Jas. E. Jones.....	Mattawa	" "
Telesphore Rochon, B.A.....	Ottawa, 63 St. Andrew St.....	Bilingual Separate Schools.
D. Chenay	Windsor.....	" " "
V. Hector Gaboury, B.A.....	Plantagenet	" " "
A. Belanger, M.A.	Ottawa, 165 Augusta St.....	" " "

CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS, AND INSPECTOR OF NORMAL SCHOOLS:

F. W. Merchant, M.A., D.Paed. ....Toronto. 592 Jarvis Street.

HIGH SCHOOL INSPECTORS:

J. E. Wetherell, M.A.....Toronto, 98 Albany Avenue.
H B. Spotton, M.A... .....Toronto, 426 Markham Street.
J. A. Houston, M.A..... .....Toronto, 105 Roxborough St.

CONTINUATION SCHOOL INSPECTOR:

R. H. Cowley, B.A.,.....Toronto, 186 Deleware Ave.

MANUAL TRAINING AND TECHNICAL SCHOOL INSPECTOR:

Albert H. Leake ....Eglinton, Glen Grove Ave.

APPENDIX U.—LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1909.

I. Public School Inspectors.

Campbell, Archibald Louis, M.A.
Ferguson, Thos. Roderick, M.A.
Hagan, James William, M.A.
Halnan, Lemen Robert, B.A.
MacKay, John Malcolm, B.A.

II. High School Principals and Specialists.

Amoss, Harold E., B.A., B. Pæd.
Calhoun, Alexander, M.A. (Classics.)
Calvert, Joseph Fletcher, M. A. (Science.)
Cameron, Archibald Rose, B.A. (Classics.)
Campbell, Archibald Louis, M.A. (Mathematics.)
Campbell, John Duncan, B.A.
Cowles, John Potts, B.A.
Eby, Florence Mary, B.A.
Elliott, Thomas W., B.A.
Ferguson, Thos. Roderick, M.A. (Mathematics.)
Ferguson, John, B.A.
Firth, Joseph Wilson, B.A. (Science.)
Flock, Frank Arthur, B.A. (Science.)
Grant, Christina Cameron, B.A. (Moderns and History.)
Hagan, Jas. William, M.A.
Hamilton, William Brown, B.A. (Mathematics.)
Keast, Walter, B.A.
Kerr, Charles Staple, B.A. (Classics, English and History.)
Kidd, Truman William, B.A.
Libbie, Minnie F., B.A. (English and History, French and German.)
Lucan, Gavin Allan, B.A. (Commercial.)
Langford, Thomas Eli, M.A.
MacDougall, Isabella Josephine, B.A. (English and History, French and German.)
MacKay, John Malcolm, B.A.
Osgoode, Joseph Arthur, B.A. (Classics.)
Speirs, Thomas Elijah, B.A. (Mathematics).
Walsh, John C., B.A.
Weese, Williametta, B.A.
Wethey, Edmund Jas., B.A.

III. High School Assistants and Specialists.

Anderson, Wm. Geo., B.A. (English and History.)
Ashall, Frances Mabel, B.A. (Mathematics.)
Austin, Grace Climie.
Banes, Percy Stevens.
Baker, Wm. Thos.
Ball, Emerson Ewart, B.A. (Moderns and History.)
Bauer, Bertha Theresa.
Bell, Jas Stuart.
Beckstedt, Ethelwyn.
Bernath, Alfred Chas.
Berney, Laura J., B.A.
Bielby, Geo. Henry, B.A.
Brennan, Jennie L.
Casselman, Colborne L.
Case, H. James.
Coad, Edith L., B.A.
Connor, Grace L., M.A.
Clifford, Margaret, M.A. (English and History.)
Cowan, Margaret Taylor, B.A. (Classics.)
Cornell, May B., B.A. (Moderns and History.)
Craig, Arthur Campbell, B.A. (Moderns and History.)

Day, John Wilfrid.
DeCou, Nellie, B.A. (French and German.)
Dickenson, Edgar Urwin, B.A.
Edward, Franklin Ward. (Commercial.)
Ellis, Mima Alexandra.
Froats, Charles Willis. (Classics.)
Goodland, Alma.
Gray, George Leishman, B.A. (English and History.)
Hamilton, Margaret Alison, B.A. (Moderns and History.)
Hammond, John Edgar. (Commercial.)
Harkness, Mary Dell, M.A.
Hicks, Retta M.
Hind, Edith J.
Hood, Findlay, (Art.)
Howson, Bruce F.
Jennings, William Arthur, B. A. (Science.)
Jickling, Carrie Kathleen, B.A. (Classics.)
Johnston, Leah Bidena, M.A. (Mathematics.)
Johnston, Geo. Stephen, B. A. (Science.)
Ketcheson, Blanche, B.A. (Moderns and History.)
Laird, Marie Ettie.
Logan, Jessie, B.A. (Moderns and History.)
Mann, Harry Clarke, B.A.
McCamus, Bessie.
McKenzie, Eva Florence.
McKeracher, Donalda Mabel, B.A.
McGregor, Annie Kennedy, B.A.
Macintyre, Lizzie E.
Marshall, Chas. Fred., B.A. (Science.)
MacVannel, Janet, M.A., (Moderns and History.)
Mallory, Bertha. (Commercial.)
Mitchell, H. Blanche.
Moir, Isabella. (Commercial.)
Odell, Lena, B.A.
O'Donnell, Thomas J.
O'Donohue, John Albert.
Patterson, Harriet A., B.A.
Salter, Wesley Jno., B.A. (Classics.)
Schell, Arthur W.
Scott, Wm. W.
Smith, Gladys Hubner.
Speers, John Albert, B. A. (Science.)
Steer, Geo. Hobson.
Strang, Grace Masson, B.A. (Moderns and History.)
Tanton, Francis.
Tate, Mabel Ethel, B.A. (Classics.)
Tompkins, Louise Harris, B.A. (Moderns and History.)
Tuer, Margaret.
Tuke, Wm. H.
Wait, Smith Austin.
Walker, Everett O.
Watson, Annie.
White, Robt. Oliver. (Mathematics.)
Whitney, Laura A.
Williams, Edna J., B.A.
Wilkinson, Amy Florence.
Wing, Henry.
Woodley, Arthur Milton.
Wright, D. T.

IV. Permanent First Class Certificates.

Abel, Margaret Harrison.
Agla, Mildred Alice.
Anderson, Edith E.
Anderson, Maud H.
Armstrong, Eunice.
Armstrong, Mary.
Augustine, Annie.
Balfour, Agnes W. F.
Baker, Pearl Zenobia.
Barclay, Harriet.
Bechtel, Effie M.
Beckstedt, Ethelwyn.
Bigelow, Sadie Samelia.
Bartley, Hattie Marie.
Bissonnette, Florence.
Bottoms, Emma Margaret.
Bowen, Anna.
Buchanan, Winnie Irene.
Broatch, Sarah Alberta.
Broatch, Margaret Anna.
Bunton, George Wallace.

Card, Ida Bell.
Campbell, Mabel N. J.
Carlisle, Ruth Edna.
Carruthers, Delila Myrtle.
Chassels, Frances May.
Clark, Annie Gertrude.
Cline, Mabel Miriam.
Coulson, Elizabeth.
Coyne, Benedict P.
Dahl, Nina M.
Downes, Wm. Patrick.
Dufton, Hope.
Dunlop, Eva Grace.
Edwards, Margaret A.
Estabrook, Alice Lossing.
File, Agnes Lillian.
Finlayson, Ethel Stuart.
Fleck, Lyla A.
Fletcher, Douglas Reginald.
Forrester, John Wilfred.
Foster, William.
Frisby, Walter Gardner.
Gardiner, Isabella Mary.
Gardner, Ella M.
Gesner, Mabel Loie.
Glassco, Marjorie Beatrice.
Gray, Nettie Pearl.
Griffiths, Gertrude Maria.
Haines, Annie.
Hanna, Ella Alberta.
Hicks, Retta M.
Howie, Mabel Fortune.
Hulse, Clara.
Hueston, Leila Annie.
Hulton, Willmot Sibylla.
Humphries, Bessie Rowena.
Johnson, Essie.
Joyce, Chas. Edward.
Joynt, James H.
Kelly, Helen Murray.
Kelso, Jessie.
Keough, Maggie.
Kirk, Wm. Frederick.
Lawr, Melvin.
Leader, Grace Elizabeth.
Lester, Ethel B.
Ludlow, Margaret Edith.
McCamus, Bessie.
McColl, Frederick Wm.
McCosh, John Thornton.
MacDonald, Duncan Alexander.
McPhee, Christina Boyd.
McLeod, Elizabeth Maud.
McIntyre, Sada.
Matheson, Murdock.
Mark, Clarence Ellsworth.
Messer, Cora May.
Metcalfe, Rose.
Miles, Annie Swan.
Morris, Winifred.
Morton, Janet Morrison.
Mossop, Violet E.
Oliver, Marion Elliot.
Owens, Charles Ross.
O'Reilly, Mary.
Priestman, Edith.
Paul, Clarence Allen.
Rae, Lillian Alma.
Rankin, Nellie Clark.
Ransom, Eva Maud.
Raynor, Grace.
Rutherford, Wilhelmina Durnin.
Saunders, Lucy.
Schutz, Doris.
Shepley, Beulah.
Shurtleff, Morley.
Smith, Henry Lloyd.
Steinmitz, Ethel Geraldine.
Standeaven, Ida K.
Stephens, Ella Gertrude.
Stortz, Eva.
Stuart, Nellie.
Stewart, Geo. B.
Summers, Lena.
Tatham, Mary Beatrice.
Teeter, E. Louise.
Tolchard, Jno. Thomas.
Tomlinson, Nelson Freeman.
Fowle, Lucie Anna.
Walker, Everett O.
Walkom, Daniel Thomas.
Waters, Fanny Louise.
Welsh, Agnes.
Whitney, Laura.
Wightman, Grace Eppie.
Woolcott, Edith C. L.

V. Permanent Second Class Certificates.

Aiken, Olive.
Altridge, Laura B.
Abbott, Lina E.
Armstrong, Margaret.
Armour, Ellinor Grace.
Anderson, Pearl Ruth.
Arnold, Laura Ella.
Algie, May.
Armstrong, Inez Louise.
Ayotte, Anna M. M.
Armstrong, Lilian M.
Bale, Ethel Beatrice.
Ball, Alma M.
Bennett, Frances A.
Best, Margaret.
Boal, Annie.
Boyle, Sarah E.
Brown, Anna Catherine.
Baker, Ella E.
Barrett, Martha E.
Bell, Lillie H.
Beckstedt, Pearl E.
Brown, Anna E.
Buckels, Annie.
Black, Bridget.
Batterman, Emma.
Brown, Florence.
Ballantyne, Eva.
Bolton, Ethel Maud.
Boundy, Fanny Ethel.
Bransby, Olive May.
Bransby, Winifred Ethel.
Bruce, Amy Irene.
Burke, Nora.
Burton, Annie Josephine.
Bell, Annie M.
Breen, Annie G.
Byrne, Henrietta.
Byrne, Rose.
Bassford, Annie.
Beaudet, Azilda.
Barlow, Helen Frances.
Baker, Annie Katharine.
Ball, Grace E.
Book, Mabel Sarah.
Biggar, Jane Mary.
Bright, Annie Elizabeth.
Breakell, Mary Hazlewood.
Boegeman, Ann.
Burgess, Margaret I.
Browne, Marie Allan.
Campbell, Annie L.
Campbell, Grace.
Copp, Edna.
Corbett, Bessie.
Carpenter, Mabel E.
Casey, Charlotte M.
Casselman, Geo. K.
Comrie, Christina.
Curtin, Agnes A.
Cade, Annie Stutzman.
Close, Ina Jean.
Cluff, Mary Elizabeth.
Collins, Elgin F.
Cain, Pearl Bertha.
Canavan, Maisie.
Chapman, Ada Maude.
Cameron, Mary Frances.
Clark, Irene May.
Cody, May Sutherland.
Coulter, Edna Gertrude.
Cowling, Edna.
Campbell, Mary C.
Cameron, Mary.
Collisson, Mary.
Coleman, Martha.
Cote, Rose M.
Coveny, Sarah J.
Cunningham, Teresa.
Cline, Adelia Martha.
Cline, Emma.
Cadwell, Lily Charlotte.
Coughin, Loretta Irene.
Cairns, Annie E.
Cruise, Maude.
Daniels, Elma E.
Dawson, Winnifred F.
Doyle, Elizabeth E.
Domville, Maud.
Durr, Ernest Albert.
Duff, Sarah.
Dunning, Alice.
Dunning, Irene.
Dewart, Ella Margaret.
Doupe, Margaret Ella.
David, Hattie.
Davison, Jessie Mabel.
Devine, Margaret.

Dunn, Annie.
Durocher, M. Louise.
De Ste. Herminie, Anna.
Dark, Mary.
Diedrich, Mary.
Driscoll, Annie.
Eaid, Chas. Roy.
Eakins, Jessie.
Elliott, Gertrude K.
Ellison, Wilfred Ross.
Eaman, Mary E.
Evans, Clara Aileen.
Edwards, Mabel Alice.
Ewing, Annie Cameron.
Eakins, Maggie.
Emmerson, Ethel Hannah.
Edmonds, M. Beatrice.
Evoy, Margaret A.
Fahey, Gretta E.
Farrier, Florence.
Field, Lena M.
Fitzgerald, Mary.
Ford, Evelyn.
Foraker, Bessie K.
Fetterley, Edith C.
Free, Verna Lonella.
Fox, Hypatia Pauline.
Fowler, Foster Thos.
Fuller, Laura Louise.
Francis, Laura Gladys.
Foley, Bridget.
Fortune, Agnes E.
Feir, Euphemia Irene.
Ferguson, Jeanette.
Foster, Osberga Pearl.
Forbes, Cora.
Gilmour, Grace.
Gaffney, Edith Madeline.
Groves, Bella Evelyn.
Groves, Mary Gibson.
Guilfoyle, Selena.
Gibbons, Nina Beatrice.
Gillnie, Beryl Edith.
Goodeve, Marie.
Gott, Ethel Edna.
Graham, Alma Jane.
Grant, Hilda E.
Griffin, Elizabeth.
Gove, Nellie.
Graham, Mildred.
Guilford, Alphonsia.
Galvin, Vivian Elizabeth.
Graham, Emily Ethel.
Goodwin, Elizabeth.
Gorman, Eva Gertrude.
Hanham, Zella E.
Henderson, Bessie S.
Hoover, Jennie M.
Hutchison, Bertha.
Hyslop, Bessie I.
Hodgins, Olive E.
Hagerman, Arlissa.
Harkness, Jennie L.
Higginson, Anna Emily.
Huffman, Fletcher H.
Hughes, Laura E.
Hunt, Cassie.
Halliday, Kate.
Heddle, Roberta Ewen.
Haddo, Eva G. G.
Hamshaw, Agnes Elizabeth.
Holliday, Allie B.,
Honor, Jessie Maude.
Hughes, Bertha Mabel.
Hunter, Anna J.
Hunter, Flora Gertrude.
Heatley, Eunice A.
Hume, Jessie.
Hunt, Katy.
Hanna, Zella May.
Harrow, Janet Annie.
Harvey, Edith Mabel.
Henry, Winnifred Kathleen.
Howson, Josephine M.
Hodgson, Annie M.
Johnston, Margaret E.
Jull, Alice E.
Justin, Myrtle.
Jamieson, Florence G.
Johnston, Maude.
Jones, E. Gertrude.
Jones, Grace.
Joyce, Kathleen.
Jones, Susie Louise.
Johnston, Sarah Jane.
King, Jennie.
Klinck, Harry O.
Kent, Maymie M.
Keys, George P.
Kennedy, Josephine.
Kenney, Lucy Ellen.
Ker, Minnie Louise.

Kilty, Minnie Ethel.
King, Margaret Susan.
Kilpatrick, Margaret R.
Kienzle, Clara Helena.
Keating, Martina B.
Kuhn, Agatha.
Loveless, Clara A.
L'Heureaux, Mary Louise.
Laing, Annie C.
Law, Isobel.
Lloyd, Myrtle Corrine.
Loblau, Blanche Lonzell.
Lachaine, Celina.
Lovell, Bessie G.
Little, Mabel.
Lemieux, Marie.
Lawrence, Viola May.
Macdonnell, Ruth.
McIntosh, Annie.
McClelland, May P.
McClung, Mabel.
McMurray, Susan F.
McCormack, Mary.
McDonald, Jennie.
McKnight, Margaret.
McLaughlin, Eliza S.
McLean, Ella.
MacPherson, Gertrude.
McDonnell, Susie.
McEwan, Annie.
McGarry, Annie V.
MacKenzie, Flora.
McGurn, Mary Hilda.
McKenzie, Maggie.
McLenon, Victor Hiram.
Macdougall, Gertrude May.
McClellan, Janet Morrison.
McCowan, Margaret B.
McCoy, Jeanette Ethel.
McLeod, Catharine.
McLeod, Letitia Margaret.
McLellan, May.
MacInnis, Mary.
MacKenzie, Dollene I.
MacKay, Jennie.
McKellar, Maud.
McLeod, Minnie Marion.
MacMillan, Katherine E.
McEwan, Leila Vernon.
McConnell, Mary Lillian.
McDermott, Beatrice Loretto.
McGeough, Margaret.
MacArthur, Lizzie.
McEwan, Bessie.
McLachlin, Jessie Wyman.
McGuane, Margaret.
McKiernan, Margaret.
McReavy, Tessie.
McGuire, Sarah.
McHugh, Elizabeth.
Mansfield, Elizabeth.
Mittson, Nina G.
Matthews, Myrtle B.
Morton, Margaret.
March, Margaret.
Meikle, Edith.
Mitchell, Dell.
Moran, Annie.
Murray, Josephine.
Medcof, John Dowler.
Moss, Eldrin Wort.
Mulloy, Gertrude C.
Murray, Loratta Sarah.
Mahony, Loreto Bridget.
Mainprize, Mamie.
Martin, Madge Agnes.
Moore, Minnie Florence.
Moher, Anastasia.
Morrison, Minnie R.
Munt, Grace F.
Monteith, Fanny E.
Marshall, Blanche W.
Moffatt, Eva Pearl.
Moran, Vera May.
Morris, Nellie Melissa.
Morton, Myra Kathleen.
Murdoch, Grace C.
Murray, Margaret Kay.
Myers, Nellie May.
Moylan, Bridget.
Murphy, Catherine.
Martin, Ella Louise.
Moore, Minnie Ella.
Murphy, Agnes.
Nolan, May.
Norton, J. Jessamine.
Nichols, Stella G.
Nicholson, Mary.
Neelands, Clara E.
Norris, Eliza Jane.

Overholt, Caroline.
O'Neill, Adele.
O'Connor, Nellie.
O'Reilly, Katie.
Oldfield, Belle.
O'Driscoll, Justine.
O'Halloran, Mamie.
O'Driscoll, Frances.
Park, Elizabeth, S.
Patterson, Mabel.
Padfield, Margaret.
Peart, Margaret K.
Phelps, Ada.
Primeau, Lillian Beatrice.
Patmare, Louise E.
Perrott, Eleanor.
Pomeroy, Elsie May.
Purser, Edith May.
Phillips, Adelaide Anna.
Pinkerton, Florence May.
Pointer, Josie.
Payne, Elizabeth Clarafee.
Prentice, Jean.
Powell, Olive M.
Parlett, Eva M.
Robertson, Blanche A.
Read, Mabel Maud.
Riddell, May.
Robertson, Bessie J.
Ross, Ruby E.
Rankin, Lizzie Anne.
Richardson, Stella Winfred.
Robertson, John Ernest.
Roy, Elfleda G.
Robinson, Ruby Ashley.
Russell, Lulu.
Root, Edna May.
Roche, Margaret.
Richards, Annie C.
Robinson, Bessie.
Roberts, Ida.
Rowan, Laura.
Ritson, Una F.
Scruton, Alice M.
Smith, Mary.
Smith, Adah.
Stewart, Nettie A.
Savage, Violet M.
Schlichauf, Jean.
Smellie, E. Margaret.
Sillers, Annie M.
Smith, Annie M. P.
Smith, Mary.
Squire, Etheyle M.
Stanley, Margaret G.
Switzer, Ellen M.
Shaver, Elinor Jessie.
Sinclair, Agnes.
Skelly, Lucy J.
Smith, Edith M.
Stark, James S.
Stirk, Annie H.
Stuart, Arietta Ellen.
Scott, Elizabeth Catherine.
Seymour, Margaret Olive.
Sherman, Minnie Lucinda.
Sivell, Jean Ross.
Sleeth, Ada Louise.
Snoddy, Evelyn Maude.
Spearin, Nellie Edna.
Speers, Edith Sarah.
Steele, Flora Mabel.
Scott, Lillie.
Sloan, Lila Elizabeth.
Smart, Lizzie K.
Spaulding, Winifred.
Spence, Ivy M.
Swetman, Alice E.
Sprague, Gertrude M.
Staples, Ella.
Stewart, Grace.
Smith, May.
Shaver, Elva Pearl.
Taylor, Lizzie H.
Trainor, Myrtle M.
Twiss, Edna Day.
Tanton, L. Maud.
Thomson, Clinton C. E.
Tremblay, Zenna B.
Tait, May Belle.
Thomson, Alma B.
Tucker, Elva Gertrude.
Taylor, Margaret Dorothea.
Tichborne, Mabel Leweland.
Toner, Mary.
Tait, Olive.
Thomas, Alma Irene.
Tracy, Edith Georgina.
Tobin, Mary.
Vallee, Dennis.

Van Every, Bessie Constance.
Van Valkenburgh, Clara Pearl.
Veitch, Mary.
Vickery, Lulu Gertrude.
Waltz, William A.
Wegenast, Florence.
Weston, Esther A.
Wilton, Elsie.
Watson, Elizabeth Ellen.
Watson, Mary.
Weatherhead, Ella Edna.
Weatherhead, Florence Ida.
Waddell, Helena Jane.
Ward, Cassie.
Warner, Maude Regina.
Weir, Susie.
Wilson, Lily Etta.
Wallen, Annie Johannah.
Walsh, Mabel.
Watson, Emma Frances.
Waddell, Mary E. G.
Washburne, Cythia Hazel.
Wienke, Cecilia R.
Williams, Clara Janet.
Wilson, James Joseph.
Wiltse, Lorita Winifred.
Woods, Addie Victoria.
Wright, Jean.
Williams, Genevieve M.
Williams, Leonore L.
Wilson, Ethel.
Walls, Jessie.
Walker, Jessie M.
Whiteman, Margaret.
Wilkin, Alexander C.
Wright, May C.
Whelan, Emily.
Young, Jennie L.
Young, Jessie.
Zinn, Emma Albertina.

VI. Kindergarten Directors.

Alexander, Jessie T.
Burgess, Mary Tounley.
Baggs, Hazel B.
Blumberg, Frances H.
Butler, Beatrice E.
Cassidy, Appie.
Clare, Nina T.
Clarke, Lilian V.
Cumming, Minnie M.
Claris, Edna Perle.
Coburn, Lottie Ceceil.
Dickson, Grace Scott.
Ferrier, Mabel Minerva.
Gibson, Mary.
Graham, Dahlia R.
Grant, Ethel E.
Hambly, Laura A.
Hughson, Lizzie R.
Kilbourn, Annie B.
Lee, Myrtle E.
Mulloy, Lloydie A. M.
Madden, Eva Irene.
Malone, Ellen U.
Mills, Laura May.
McCrimmon, Jean M.
Oatt, Mina M.
O'Flaherty, Irene N.
Olver, Louise V.
Ovens, Lillian Edith.
Pepper, Edythe.
Patterson, Ruby E.
Rankin, Ethelwyn Stuart.
Richardson, Mabel.
Richardson, Olive.
Senior, Clara E.
Simpson, Clara.
Sneath, Annie M.
Symons, M. Irene.
Thompson, Leonora E.
Thompson, Flossie W.
Thomson, Margaret.
Teasdall, Mary Ethel.

VII. Certificates in Household Science.

Ames, Miriam A.
Black, Gladys M.
Blenner-Hassett, Emily.
Dickson, Norma Roberta.
Dale, Ariel Corinne.
Fleming, Rebecca Verner, B.A.
Gray, Annie Margaret.
Hall, Nellie Beatrice, B.A.

Hartley, Edna.
Hazlett, Claribel Margaret.
Hill, Anita.
Hyland, Irene, B.A.
James, Katherine.
Kelly, Ora Belle.
Kennedy, Edith Gladys.
Longstreet, Mary.
Macdonald, Annie.
Nixon, Nettie M. (Specialist.)
Peebles, Bessie.
Pearson, Ellen E.
Rowland, Florence E., B.A.
Thompson, Hazel C.
Tyson, Susan L.
Williams, Josephine McAlpin.

VIII. Certificates in Manual Training.

Bailey, William.
Carpenter, Theodore Thomas.
Medcalf, Caleb. (Specialist.)
Slaughter, Joseph.
Tanton, Francis. (Specialist.)
Winchester, H. S.

IX. Commercial Specialist Certificates.

Edward, Franklin Ward.
Hammond, John Edgar.
Lucas, Gavin Allan.
Mallory, Bertha.
Moir, Isabella.

X. Art Specialist Certificate.

Hood, Findlay.

XI.—Professional Certificates Issued, 1909.

Examinations.	No. of Candidates.	Extra-mural Candidate..	H. School Interim.	Permanent I. Class.	Interim I. Class.	Permanent II. Class.	Interim II. Class.	Limited III. Class (1 yr).	Limited III. Class (5 yrs).	Kindergarten Directors.	Kindergarten Assistants.
Faculties of Education	267	....	153	52	108	....	8	....	....	....	....
Normal Schools	1,149	130	....	....	....	507	510	154	....	....	....
Model Schools	311	....	....	....	....	....	....	....	284	....	....
Kindergartens	127	....	....	....	....	....	....	....	....	45	75
Interim Certificates made Permanent	....	....	....	35	....	10	....	....	....	....	....
Certificates issued on pro tanto standing	....	....	....	....	....	....	3	1	11	....	....

Number of Permanent III. Class certificates :—38.
Number of Expired III. Class certificates and District certificates extended :—1008.
Number of Provincial Third Class certificates valid for three years :—36.

XII.—Permanent Third Class and Public School Temporary Certificates, 1909.

	Permanent Third Class Certificates.		Temporary Certificates.
	Limited to County or District.	Provincial.	
Algoma			17
Brant	2		
Bruce			19
Carleton			36
Dufferin			18
Durham			21
Elgin			3
Essex			14
Frontenac			17
Glengarry			15
Grey			21
Haliburton	1	1	50
Hastings			59
Kent			10
Lambton		1	12
Lanark			42
Leeds and Grenville			66
Lennox and Addington	1		19
Lincoln	1		7
Manitoulin	2		32
Middlesex			4
Muskoka	1	2	26
Nipissing			22
Norfolk			13
Northumberland			12
Ontario			9
Oxford			1
Parry Sound		3	35
Peterborough			20
Prescott and Russell	2	5	16
Prince Edward	1		12
Renfrew	1	7	18
Simcoe			17
Stormont	1	1	9
Thunder Bay			32
Victoria			36
Waterloo			9
Welland			4
Wellington	1		
York			3
Separate and Bi-lingual Schools	4		262
	18	20	1038

APPENDIX V.—MEMBERS OF THE ADVISORY COUNCIL; LISTS OF ASSOCIATE EXAMINERS, AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS.

I. Members of the Advisory Council.

John Seath, LL.D., Superintendent of Education for Ontario, Toronto.
Rev. R. A. Falconer, LL.D., President, University of Toronto.
John Fletcher, LL.D., University of Toronto.
Rev. T. C. S. Macklem, LL.D., Provost, Trinity College, Toronto.
John Matheson, M.A., Queen's University, Kingston.
A. C. McKay, M.A., LL.D., Chancellor, McMaster University, Toronto.
Rev. W. J. Murphy, D.D., Rector, Ottawa University, Ottawa.
Rev. N. Burwash, LL.D., President, Victoria College, Toronto.
N. C. James, Ph.D., Provost, Western University, London.
Harriet Johnston, Public School Teacher, Toronto.
Alex. Austin Jordan, Principal, Central School, Kingston.
J. W. Plewes, Principal, Public School, Chatham.
Thos. Agnew Reid, Principal, Public School, Owen Sound.
John J. Rogers, Principal, Separate School, Lindsay.
W. I. Chisholm, M.A., Inspector Public Schools, Kincardine.
Rev. W. H. G. Colles, Inspector Public Schools, Chatham.
Stephen Martin, B.A., Principal, Collegiate Institute, St. Mary's.
Gilbert A. Smith, M.A., Principal, Parkdale Collegiate Institute, Toronto.
Jno. Ball Dow, B.A., School Trustee, Whitby.
John H. Laughton, School Trustee, Parkhill.

II. Associate Examiners. 1909.

Entrance to Model Schools.

Dictation:
Beatty, Robert.
Literature:
Cameron, C.
Ellis, Mina E.
Geography:
Burke, Alex.
Composition:
Bernath, A. C.
Bookkeeping:
Cameron, J. H.
History:
Bell, Winnifred.
Art:
Tanton, F.
Arithmetic:
Loucks, Horatio.
Science:
Allan, T.
Geometry:
Garvin, J. L.
Grammar:
Craig, Margaret E.
Algebra:
Merritt, A. A.

Entrance to Normal Schools.

Latin:
Michell, W. C.
Thompson, J. F.
Chemistry:
Ayers, Marion H.
Carefoot, G. A.

Dent, W. A.
Fletcher, W. H.
Graham, L. H.
Gundry, A. P.
Hodgson, J. E.
Lehman, C.
McEachern, Neil.
Robertson, G. A.
Rosevear, H. S.
Smith, A.
Taylor, J. A.

Composition:

Bell, F. H.
Baird, Mabel.
Evans, W. E.
Elmslie, W.
Fleming, Maude.
Libby, Minnie F.
Lane, J. S.
Stubbs, S. J.
Van Every, J. F.

Algebra:

Davidson, Hugh.
Knight, W. W.
Murray, T.
Odell, W. J.
Rogers, W. H.
Robertson, A. M.
Sprung, W. L.
Wightman, R.
Warren, J. M.

History:

Bibby, Maria.
Barr, Lydia.
Charlesworth, J. W.
Ferguson, G. A.
Forfar, C.
Guest, Emily J.
Ingall, E. E.
Lingwood, F. H.
MacPherson, W. E.
Mitchell, Jessie.
Morrison, S.A.

Literature:

Bald, W. F.
Christie, J. D.
Cameron, A. W.
Gilchrist, D. A.
Henry, Edith M.
Liddy, W. D.
Martyn, H. G.
McGarvin, M. J.
Rose, Marion H.
Skeele, J. A.
Skinner, Kate.
Watson, E.
Weese, Williametta.
Weidenhammer, W. B.

Geometry:

Campbell, A. L.
Lougheed, W. J.
Minns, J. E.
McNab, G. G.
Nelson, J.
Rose, R. C.
Sills, W. R.
Sinclair, J.
Smillie, R.
Taylor, Wilson.
Wilson, W. A.

Physics:

Boyd, Annie A.
Carpenter, W. G.
Follick, T. H.
Hume, J. P.
Jewett, A. E.
Leibner, E. D.
Longman, E.
Morgan, J. J.
McNeice, J.
Pearson, Alex.
Reid, M. R.
Rogers, G. F.

Latin:

Bellamy, W.
Brown, Lyman.
Berlanquet, H. S.
Dundas, A. A.
Fitzgerald, Eliza.
Howell, W. B. L.
Henderson, J. V.
Kirkwood, Florence E.
Luton, J. T.
Mills, J. H.
McKay, D.

Entrance to Faculty of Education.

History:

Cleary, Norah.
Hawkins, Maud M.
Jones, G. M.
McVicar, Arch.
Ross, Ralph.

English:

Charles, Henrietta.
Field, J. M.
Levan, I. M.
Macdonald, Geo. L.
Sykes, W. J.
Thompson, Margaret J.

Mathematics:

Birchard, I. J.
Crasweller, C. L.
Forsyth, D.
Harstone, J. C.
Norris, I. T.
Overholt, A. M.
Paterson, R. A.

Classics:

Hodgson, Jno. E.
Lillie, J. T.
Mayberry, C. H.
Sliter, E. O.
Treleaven, J. W.

French and German:

Husband, A. J.
McKim, W. A.
MacLean, A. E.
Marty, Sophia E.

Science:

Anderson, G. R.
Cosens, A.
Johnston, F. J.
Nicol, W.
Stuart, F. A.
Turner, J. B.
Thompson, P. M.
Whyte, D.

Pass Matriculation.

Classics:

Briden, W.
Cameron, A. R.
Cook, J. A.
Campbell, G. L.
Chubb, Ethel L.
Crewson, J. W.
Haviland, A. J.
Macdonald, R. A. F.
Morris, A. W.
Pringle, Gertrude.
Roberts, T. H.
Riddell, F. P.
Trench, W. W. A.

French and German:

Clark, M. S.
Carter, Janet.
Clark, L. H.
Clark, F. H.
Dearness, Jean.
Dickey, M. A.
De Beaumont, V.
Ewing, Florence.
Mairs, Edith.
Morrish, Winnifred.
Odlum, Eleanor.
Owen, Francis.
Phillips, W. A.
Tapscott, H. B.
Teskey, Catharine.
Williams, W. H.
Ward, Clara.
Marty, Aletta.

History:

Glass, W. A.
Milne, T. F.
Macdonald, W. L.
Pettit, L. J.
Robertson, W. J.
Sexsmith, W. M.
Spence, A. G. W.
Taylor, L. W.
Wegg, Charlotte S.
Williams, Mary I.

Algebra:
Delmage, Edith R.
McGee, C.
Snider, E. E.
Simpson, B. L.

Geometry:
Delmage, Evelyn E.
Flach, U. J.
Halnan, L. R.
Lawlor, R. G.
Richardson, L. N.
Truscott, S. A.
Wood, E. E.

Arithmetic:
MacLean, G. V.

Physics:
Baker, W. C.
Fetterley, H. B.
Williams, L. J.

Chemistry:
Brown, P. W.
Mitchener, J. L.
Manning, R. J.

Literature:
Barr, Janet.
Irwin, H. W.
Jermyn, P. T.
Morden, F. D.
Smith, Annie M.
Taylor, Mabel.

Composition:
Bell, W. N.
Ellictt, T. E.
Gray, N. R.
MacDougall, Isabella J.
Webster, S. C.

Grammar:
Keefe, R. D.

III.—List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1910.

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years of experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary. Principal.	Male Assistants.	Female Assistants.
							$	$	$
Barrie	Redditt, Thomas H.	B.A., Tor.	Eng., Fr., Ger.	1893	28	....	1,600	.....	.....
	Hay, Andrew	.....	Math.	1882	31	8	.....	1,250	.....
	Morrison, Alexander Selkirk	B.A. Queen's	Eng. Hist.	1905	7	4	.....	1,200	.....
	Mackay, Donald Alex.	B.A. Queen's	Science	1905	9	5	.....	1,200	.....
	Miller, Nannie M. A.	.....	Com., Eng.	1908	17	1	.....	.....	1,050
	Tate, Mabel E.	B.A., Tor.	Classics	1908	4	....	.....	.....	1,150
	Longman, Edwin	.....	Math.	1909	23	7	.....	1,000	.....
Berlin	Forsyth, David	B.A., Tor.	Math.	1901	33¾	1	1,900	.....	.....
	Dolan, George Robert	B.A., Queen's	Eng., Hist., Classics	1903	8½	....	.....	1,400	.....
	Norman, Lambert	B.A., Tor.	Com., Eng., Hist., Fr., Ger.	1904	15	3	.....	1,400	.....
	Martyn, Harold George	B.A., Tor.	Mods. and Hist.	1904	7½	3	.....	1,400	.....
	Williams, Walter Herbert	M.A., Queen's	Mods. and Hist.	1905	5½	2	.....	1,400	.....
	Pugsley, Edmund	B.A., Vic.	Science	1909	19	....	.....	1,200	.....
	Brown, Harry Wilson	.....	.....	1905	4¼	17	.....	1,100	.....
	Dougherty, Annie C.....(Interim)	.....	.....	1910	1	...	.....	.....	900
	Houston, Daniel Wesley	.....	(Manual Training Instr.)	1903	6½	18	.....	1,500	.....
	Ferguson, Edna	.....	(Household Science Instr.)	1910	.....	....	.....	.....	850
	Hodgins, Nellie K.	.....	(Teacher of Writing)	1909	.....	....	.....	.....	.....
	Osborn, Sergeant-Major	.....	(Physical Director)	1909	.....	....	.....	.....	.....
	Betzner, Eva	.....	do do	1909	.....	....	.....	.....	.....
Brantford	Burt, Arthur William	B.A., Tor.	Mods. and Eng.	1893	31	....	1,900	.....	.....
	Passmore, Samuel Francis	M.A., Tor.	Classics.	1885	30	....	.....	1,400	.....
	Coates, Daniel Harsum	B.A., Tor.	Math.	1893	22	....	.....	1,400	.....
	Bunnell, Effie Maria	B.A., Tor.	Eng., Fr., Ger.	1891	18	....	.....	.....	1,400
	Shultis, Adam	.....	Commercial	1896	13	12	.....	1,400	.....
	Thompson, Peter M.	M.A., Queen's	Science	1909	10	5	.....	1,400	.....
	Shepherd, Martin Ward	B.A., Tor.	.....	1907	8	9	.....	1,300	.....
	Odell, Lena	B.A., Queen's	.....	1907	3	....	.....	.....	800

	Errett, Charles F.		(Manual Training Instr.)	1902	15	2½	1,300	
	McCrae, Maud (Interim)	B.A., Tor.		1909	1			750
	Eastcott, Andrew E.			1910	2	3	1,000	
Brockville	Husband, Almeron Judson	B.A., Tor.	Eng., Hist. (Interim) Fr., Ger.	1895	14	3	1,700	
	Forbes, John William	B.A., Tor.	Math.	1901	13	3	1,300	
	Dowsley, William Clinton	M.A., Queen's	Classics, Eng., Hist.	1907	10	4	1,300	
	McGuire, James F.	M.A., Queen's	Science	1907	6	9	1,300	
	Somerville, Thomas C.	B.A., Tor.	Mods., Eng., Hist.	1909	15½	1	1,300	
	Giles, A. Edith			1890	20	3		950
	Richardson, Kate		Commercial	1898	14	6		1,000
	McCormack, Mary Irene (Interim)	B.A., Queen's		1906	2	2		800
Chatham	Twohey, William James	M.A., Tor.	Classics	1904	25		1,800	
	Paterson, David Smith	B.A., Tor.	Eng., Fr., Ger.	1888	33	1½	1,400	
	Taylor, Wilson	B.A., Tor.	Math	1894	24	2½	1,400	
	Tuck, John Raphael	M.A., Queen's		1909	1½	6	1,200	
	Edward, Frankland Ward (Interim)		Commercial	1907	4½		1,350	
	Sexsmith, William Newton	B.A., Tor.		1907	5½	3	1,200	
	Steele, Flora Elizabeth	B.A., Tor.	Mods. and Hist.	1907	4			1,300
	Barker, George Albert (Interim)			1907	2	11	1,000	
	Agla, Mildred Alice (Interim)			1909	2	1		800
	Cameron, Jas. McDonnell (Interim)			1909	½	1½	900	
Clinton	Gundry, Arthur Presland	B.A., Tor.	Science	1906	18½		1,500	
	Treleaven, John Wesley	B.A., Tor.	Classics	1907	18		1,200	
	Delmage, Edith Rachel	B.A., McMaster	Math.	1906	5	4		1,000
	McDougall, Isabella J.	B.A., Tor.	Eng., Hist., Fr., Ger.	1910	3½	3		1,000
	Fisher, Edna B. V. (Interim)		Commercial	1909	2½	1		850
Cobourg	Arthur, Colin Clayton	M.A., Queen's	Science	1893	18	1	1,500	
	Odell, John William	B.A., Tor.	Math	1895	17½	3	1,250	
	Jones, Laura Lucinda	B.A., Tor.	Eng., Fr., Ger.	1898	16½			1,100
	Chase, Reginald M. (Interim)	B.A., Tor.	Classics	1909	4½		1,200	
	Smith, Clayton Richard (Interim)		Com.	1908	1½	5	1,050	
	Hickey, Philippa A.V. (Interim)			1909	1	6		650
	Fraser, Lulu B. (Interim)			1910		2		600
Collingwood	Brown, Percy William	B.A., Queen's	Science	1906	15	4	1,500	
	Henderson, James Vanwyck	B.A., Tor.	Classics	1906	7	3	1,200	
	Libby, Minnie Fennessey	B.A., Vic.	Eng., Hist., Fr., Ger.	1907	14	4		1,100
	Delmage, Evelyn E.	B.A., McMaster	Math.	1908	6			1,100
	Smith, Margaret		Commercial	1907	15	3		1,000
	McGill, George W. (Interim)			1909	½	1½	900	

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Fort William	Hamilton, William John	B.A., Queen's	Science	1907	9	15	1,900	.....	.....
	Wood, Elmore Everton	M.A., McMaster	Math.	1902	8½	....	.....	1,500	.....
	Calhoun, Alexander	M.A., Queen's	Class.	1906	3½	....	.....	1,500	.....
	Parlee, Edith	.....	Commercial	1908	15½	10	.....	.....	1,100
	Grant, Christina Cameron	B.A., Tor.	Mods. and Hist.	1908	7½	9	.....	.....	1,100
Galt	Carscadden, Thomas	M.A., Tor.	Eng., Hist.	1885	36	3	1,900	.....	.....
	Evans, William Edwin	.....	Commercial	1892	20	4	.....	1,400	.....
	Hamilton, Robert Somerville	B.A., Tor.	Science	1894	20	....	.....	1,400	.....
	Carter, Janet, Wishart	M.A., Tor.	Eng., Hist. (Inter.), Fr., Ger	1901	17	....	.....	.....	1,250
	Morrow, Archibald Elston	B.A., Tor.	Classics	1905	20	....	.....	1,400	.....
	Cameron, John Shaw	.....	Math	1909	14	1	.....	1,400	.....
	Cooper, Alexander Barrie	B.A., Queen's	.....	1909	7	7	.....	1,100	.....
	Zurbrigg, Jacob Mahlon..(Interim)	B.A., Tor.	.....	1909	½	....	.....	900	.....
	Hackett, Edward.....(Interim)	B.A., Royal, Ireland.	.....	1909	½	....	.....	1,000	.....
	Yeo, Charles Timothy	.....	(Manual Training Instr.)	1907	2	....	.....	1,150	.....
	Twiss, Fannie Adelia ...(Interim)	.....	(Household Science Instr.)	1907	2	....	.....	.....	900
	Hart, Frank Cyril	B.S.A., Tor.	(Agriculture Instructor)	1907	2	3	.....	1,200	.....
Goderich	Field, John Marden	B.A., Tor.	Eng., Hist., Fr., Ger.	1900	14	7½	1,500	.....	.....
	Strang, Hugh Innis	B.A., LL.D., Tor.	Classics	1871	42	3	.....	1,200	.....
	Robertson, Alex. Morton	M.A., Queen's	Math., Fr., Ger.	1908	14½	3	.....	1,200	.....
	Firth, Joseph Wilson	B.A., Tor.	Science	1908	2	2	.....	1,200	.....
	McArthur, Margaret ....(Interim)	.....	Commercial	1908	1½	3	.....	.....	950
	Hodge, Gertrude Agnes..(Interim)	B.A., Tor.	.....	1909	1	1	.....	.....	650
Guelph	Davison, James	B.A., Vic.	Math.	1892	35	2	1,800	.....	.....
	Skinner, Kate Clara	B.A., Tor.	Eng., Hist., Fr., Ger.	1895	15	1	.....	.....	1,100
	Luton, James T.	M.A., Tor.	Classics	1909	11	5	.....	1,500	.....
	Scrimgeour, William Geo. (Interim)	M.A., Tor.	Science	1908	1½	4	.....	1,400	.....

	Charlesworth, John William	B.A., Queen's		1888	22	3½	1,250	
	Taylor, Luther William		Commercial	1902	8	3½	1,300	
	Ricker, Harry E.			1908	6½	6	1,050	
	Taylor, Daisy E. (Interim)			1908	1½	6		750
	Smith, Margaret Theresa			1909	15			700
Hamilton	Thompson, Robert Allan	B.A., Tor.,LL.D., McM	Math	1885	24		2,740	
	Turner, John Burgess	B.A., Queen's	Math., Science	1885	28	3	2,000	
	Crawford, John Thomas	B.A., Tor.	Math	1889	22		1,800	
	Logan, William McGregor	M.A., Tor.	Classics	1892	24		1,800	
	Hogarth, Eber Septimus	B.A., Tor.	Eng., Fr., Ger.	1892	21		1,800	
	McGarvin, Michael James	B.A., Tor.	Mods. and Hist.	1906	3½	1½	1,740	
	Gill, James	B.A., B. Pæd., Tor.	Math.	1892	20	2	1,700	
	Simpson, Benjamin L.	M.A., Queen's	Math.	1905	4½	3	1,440	
	Morris, Arthur Whitman	M.A., Tor.	Classics	1906	5	5	1,440	
	Armstrong, Geo. Francis	B.A., Tor.	Math.	1907	7½	1½	1,400	
	Johnston, George Lang	B.A., Queen's	Commercial	1888	21	3	1,440	
	Morrison, Edward	B.A., Tor.	Science	1907	3½	6	1,340	
	McGee, Cyril Houghton	B.A., Trin.	Math	1909	13		1,240	
	Moffatt, William John (Interim)	B.A., Queen's		1909	¾	12	1,240	
	Smith, Kathrina V. R. (Interim)	M.A., Tor.	Mods. and Hist	1908	1½			1,140
	Marshall, Charles Frederick	B.A., Tor.		1909	2½		1,240	
	Taylor, Mabel Annie	B.A., Queen's		1904	6	4½		900
	Freeman, John Alexander	B.A., Tor.	Classics	1909	21		1,240	
	Edwards, Mabel Cordelia			1908	3½			650
	Elmslie, Kate (Interim)			1908	1½	6		650
	Hill, Mary Alpena			1909	8	3¾		650
	Davidson, Margaret Cheyne			1876	34	14		500
	Ball, Emerson Ewart	B.A., Tor.	Mods. and Hist	1910	2½		1,200	
	Syme, John James		(Drill Instructor)	1905				
Ingersoll	Briden, William	B.A., Queen's	Classics, Eng.	1886	29	½	1,400	
	Staples, Louis Edgar	M.A., Queen's	Science	1908	7½	15	1,200	
	Lucas, Gavin Allan	B.A., Tor.	Commercial	1904	7	6	1,000	
	Francis, Annie Buchan	B.A., Tor.	Mods. and Hist	1908	7	1		1,100
	Tanton, Francis		(Manual Training)	1908	1½	11	1,100	
	Hills, Mina	B.A., Tor.	Math.	1910	8			1,150
Kingston	Ellis, William Stewart	B.A., B. Sc., Vic.	Math., Science	1893	29	2	1,900	
	Sliter, Ernest Oscar	M.A., Tor.	Classics	1888	22		1,300	
	Sills, William Ryerson	M.A., Queen's	Math.	1897	18	3	1,300	
	Bale, George Sidney	B.A., Tor.	Eng., Hist., Fr., Ger.	1906	9		1,300	
	Anderson, William George	B.A., Tor.	Eng. and Hist., Class.	1909	8½	3½	1,300	
	Fraser, James Williams	B.A., Tor.		1904	6½	10	1,000	
	Anderson, Frank Cecil	B.A., Queen's	Science, Com.	1909	7	5	1,200	

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Kingston.—	Saunders, William John	M.A., Queen's	Science	1908	9½	3	.....	1,000	.....
Con.	Hedley, William Powell	B.A., Tor.	Math.	1908	5½	8	.....	1,000	.....
	Chown, Hattie Louise	.....	.....	1905	5	20	.....	.....	800
	Henstridge, Elizabeth	M.A., Queen's	Eng., Hist., Fr., Ger.	1907	8½	7	.....	.....	900
	Hatch, Augustus F.	B.A., Bowdoin	(Manual Training Instructor)	1903	7	....	.....	1,150	.....
Lindsay	Kirkconnell, Thomas A.	B.A., Queen's	Math.	1908	24	3	1,750	.....	.....
	Rosevear, Howard Stanley	B.A., Tor., M.A., Har.	Com. (Interim), Science	1903	14	3	.....	1,400	.....
	Jennings, Edwin Wm.	B.A., Tor.	Eng. Hist	1909	7	4	.....	1,400	.....
	Robertson, George D.	B.A., Queen's	Art, Com	1908	17	5	.....	1,400	.....
	Miller, Everton A. ..... (Interim)	M.A., McMaster	Classics	1909	2	3	.....	1,400	.....
	Teskey, Kathleen	M.A., Queen's	Mods., Hist	1909	4½	....	.....	.....	1,000
	Moir, Catharine Elizabeth	.....	.....	1908	15½	4	.....	.....	850
	Van Alstyne, Susan A.. (Interim)	B.A., Tor.	Math.	1909	2	3	.....	.....	1,000
	McKenzie, D. A.	B.S.A., Tor.	(Teacher of Agriculture)	1908	1	....	.....	1,200	.....
London	McCutcheon, Fred. Wm. Caswell	B.A., Tor.	Fr. and Ger. (Interim), Math., Eng. and Hist	1900	12½	....	2,200	.....	.....
	Little, Robert A.	B.A., Tor.	Classics	1886	25½	....	.....	2,000	.....
	McVicar, Archibald	B.A., Tor.	Eng. Hist	1903	12½	4½	.....	1,700	.....
	Stuart, Frederick Alfred	M.A., Tor.	Science	1903	15	....	.....	1,700	.....
	Overholt, Arthur Milton	M.A., McMaster	Math.	1908	10	½	.....	1,700	.....
	McKellar, Herbert S.	B.A., Tor.	Fr., Ger.	1909	14½	....	.....	1,600	.....
	MacDonald, Geo. Leslie	B.A., Tor.	Eng., Fr. Ger.	1908	17	7	.....	1,700	.....
	Dickenson, James Arthur	.....	Commercial	1895	23	4	.....	1,700	.....
	Andrus, Guy Ambrose	.....	.....	1888	25	7⅛	.....	1,700	.....
	Riddell, Frank P.	B.A., Tor.	Classics	1898	20	....	.....	1,600	....
	Mooney, Wm. H. Thos.	B.A., Tor.	Classics ..... (Interim)	1903	7½	6	.....	1,600	....

	Gray, Neil Roy	B.A., Tor.	Mods. and Hist....(Interim)	1904	6½	3	.....	1,600	.....
	Grainger, Horace Alex	B.A., Tor.	Science	1906	7½	.....	.....	1,600	.....
	Taylor, John Gladstone	B.A., Tor.	Math.	1908	10	5	.....	1,600	.....
	Buchanan, John Alexander	B.A., Queen's	Commercial	1907	8½	3	.....	1,600	.....
	Walker, Arthur John	B.A., Queen's	.....	1908	6	8	.....	1,500	.....
	Kelly, Henry H.	B.A., Tor.	Math. .....(Interim)	1909	10	6	.....	1,500	....
	Perry, Samuel Walter	B.A., Vic.	Classics	1909	28	.....	.....	1,400	.....
	Calvert, Joseph Fletcher	M.A., McMaster	Science	1909	5	1½	.....	1,400	.....
	Jones, Samuel S.	.....	.....	1892	19	6	.....	1,600	.....
	Downing, John Henry	.....	.....	1900	10	8	.....	1,600	.....
	Anderson, Jessie Inglis	B.A., Tor.	Mods. and Hist.	1906	4½	.....	.....	.....	1,200
	Kelso, Alice C.	.....	.....	1897	14½	2½	.....	.....	1,200
	Davidson, S. Kelso	.....	(Art Instructor)	1887	29	.....	.....	750	.....
	Macpherson, Mary C.	B.A., Queen's	(Household Science Instr.)	1908	7	.....	.....	.....	900
	Gregory, William	.....	(Drill Instructor)	1902	.....	.....	.....	.....	.....
Morrisburg	Jamieson, James Smyth	M.A., Vic.	Eng.	1882	34	4	1,500	.....	.....
	Boyd, Annie Alicia	M.A., Queen's	Com. Science	1907	5½	8	.....	.....	1,200
	Henry, Thos. McKee	B.A., Tor.	Math.	1908	26	4	.....	1,350	.....
	Bouck, Clarence David ..(Interim)	.....	.....	1909	1	17	.....	1,000	.....
	Carman, Margaret Ellacif (Interim)	M.A., Tor.	Mods. and Hist.	1909	½	.....	.....	.....	800
	May, Annie	B.A., Tor.	Classics	1909	5	.....	.....	.....	1,000
	Campbell, Arch. Duncan	B.S.A., Tor.	(Agriculture Instructor)	1909	.....	7	.....	1,200	.....
Napanee	Flach, Ulysses Jacob	M.A., Tor.	Math.	1900	21	.....	1,600	.....	.....
	Haviland, Hugh J.	B.A., Tor.	Classics	1910	9	.....	.....	1,300	...
	Collins, Herbert Eugene	B.A., Tor.	Mods. and Hist.	1907	3½	.....	.....	1,200	.....
	Saunders, Charlotte	B.A., McMaster	Science	1909	5	1	.....	.....	1,200
	Grange, Helen Aldworth	B.A., Tor.	.....	1909	4	.....	.....	.....	800
	Moir, Isabella	.....	Com.	1909	2½	8	.....	.....	1,000
Niagara Falls	Dickson, James D.	B.A., Tor.	Math.	1893	22	3	1,800	.....	.....
	Walker, David McKenzie	.....	Commercial	1893	20	16	.....	1,400	.....
	Will, George Edwin	B.A., Tor.	Classics	1901	10	3	.....	1,400	.....
	Conlin, Evelyn Elizabeth	B.A., Tor.	Mods. and Hist	1906	8	.....	.....	.....	1,300
	Logan, Jessie M.	B.A., Tor.	Mods. and Hist.	1907	2½	.....	.....	.....	1,100
	Pearson, Alexander	B.A., Tor.	Science	1908	16½	.....	.....	1,400	.....
	Kent, Eleanor	.....	Com.	1908	11	2½	.....	.....	1,000
	Vandersluys, Captain	.....	(Physical Director)	1908	.....	.....	.....	.....	.....
Orillia	Dickson, John Elder	B.A., Tor.	Class., Eng.	1899	30	1	1,600	.....	.....
	Doidge, Thomas Clarke	B.A., Tor.	Math., Com.	1899	16	6	.....	1,300	.....
	Madill, Alonzo James	B.A., McMaster	Science	1905	8	3½	.....	1,200	.....
	Duncan, Ethel Anne ....(Interim)	B.A., Tor.	Mods and Hist.	1908	2½	½	.....	.....	850
	Cunningham, Carrie Starr (Interim)	M.A., Tor.	Eng., Hist.	1909	1	1½	.....	.....	800

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Orillia.—*Con.*.	McGuirl, Thomas Henry	B.A., Queen's	Art (Interim), Commercial.	1908	9	5	.....	1,000	.....
	Graham, Felicia (Interim)	B.A., Tor.	Mods. and Hist	1909	½	...	...	.....	850
	Clark, Ira Ethelbert	.....	.....	1906	3½	7	.....	800	.....
Ottawa	McDougall, Alexander Hiram	B.A., Tor.	Math.	1889	26	....	2,800	.....	.....
	Macmillan, John	B.A., LL.D., Tor.	Eng.	1864	45	5	.....	2,000	.....
	Sykes, William John	B.A., Tor.	Eng., Fr., Ger.	1894	18	3	... ..	2,000	.....
	Campbell, Daniel Alexander	B.A., Tor.	Science	1896	13	3	.....	2,000	.....
	Marty, Aletta Elise	M.A., Queen's	Fr., Ger.	1903	15	3	... ..	.....	1,800
	Norris, Isaac Taylor	B.A., Queen's	Math.	1898	14	....	.....	1,800	.....
	Hardie, William	B.A., Tor.	Classics	1905	18	....	.....	1,800	.....
	Stothers, Robert	B.A., Queen's	.....	1887	23	8	.....	1,800	.....
	Simpson, Robert S.	.....	Com.	1903	11	9	.....	1,500	.....
	Armstrong, Wm. Gilnochie	M.A., Tor.	Mods. and Hist	1900	15	4	.....	1,450	.... .
	Smeaton, William	B.A., Tor.	Science	1906	9½	1½	.....	1,500	.... .
	Nichol, William Wallace	B.A., Tor.	Math.	1909	12	1½	.....	1,400	.....
	Stevenson, Wm. John	.....	.....	1906	19	8	.....	1,400	.....
	Tomkins, Elizabeth Augusta	.....	.....	1902	7½	19	.....	.....	1,100
	McManus, Emily	M.A., Queen's	Eng. Hist	1906	14	3½	.....	.....	1,100
	Hood, Finlay	.....	Com., Art	1906	5	7	.... .	1,400	.....
	Keogh, Lucius Richard	.....	.....	1907	3½	8½	.....	1,200	.....
	Mann, Harry Clarke	B.A., McMaster	.....	1907	2½	6	.....	1,200	.....
	Graham, William Andrew	B.A., Tor.	.....	1908	11½	3	.....	1,400	.....
	McMillan, George O. (Interim)	M.A., Queen's	Science	1909	4	½	.....	1,400	.....
	Kaiser, Jesse Bermath	.....	.....	1909	16	4	.....	1,200	.....
	Muir, Jessie (Interim)	B.A., Queen's	.....	1909	½	8	.....	.....	1,000
	St. Jacques, Henri (Interim)	B.A., Ottawa	.....	1909	½	....	.....	1,000	.....

	Simpson, Alexander McGregor (Interim)	M.A., Tor.	Math.	1910	½	....	.....	1,200	.....
	McNab, John Charles ...(Interim)	.....	Commercial	1910	3½	....	.....	1,300	.....
	Phillips, Fred. Shepherd.(Interim)	.....	.....	1909	½	....	.....	1,000	.... .
	Halbert, Edwin James ..(Interim)	B.A., Tor.	Science	1909	½	3	.....	1,200	.....
Owen Sound	Murray, Thomas	B.A., Tor.	Math.	1897	16	....	2,100	.....	.....
	Packham, James Henry	B.A., Vic.	Math, Commercial	1884	26½	2	.....	1,600	.....
	Elmslie, Wallace	B.A., Tor.	Mods. and Hist	1909	8½	....	.....	1,400	.....
	Robertson, George A.	B.A., Tor.	Science	1909	5½	5	.....	1,400	....
	Brown, Lyman	M.A., Tor.	Classics	1903	12½	1½	... ..	1,600	.....
	VanEvery, John Fair	B.A., Tor.	Eng. Hist. Fr., Ger	1903	12	....	.....	1,600	.....
	Edwards, Grace .....(Interim)	M.A., Tor.	Mods. and Hist	1909	1½	....	.....	.....	900
	Dowkes, William J.	.....	.....	1903	6	12	.....	1,000	.....
	Asselstine, Oliver .....(Interim)	M.A., Queen's	Math	1907	2½	..	.....	1,000	.....
	Shaver, Charles S. .....(Interim)	B.A., Queen's	.....	1909	1½	4½	.....	900	.....
	Pritchard, Frances Palmer	.....	(Household Science Instr)	1907	3	....	.....	.....	700
	Howard, Harry .....(Temporary)	.....	(Manual Training Instr)	1909	1	....	.....	900	.....
Perth	McKim, William Andrew	B.A., Tor.	Eng., Hist., Fr., Ger	1900	12½	3	1,450	.....	.....
	Forest, William	B.A., M.D., Tor.	Science	1908	19	6	.....	1,200	.....
	Frost, Francis Henry	B.A., Tor.	Math.	1906	15	2	.....	1,200	.....
	Edmiston, James A.	.....	.....	1893	16½	8	.....	900	.....
	Cowan, Margaret T.	B.A., Tor.	Classics	1910	3½	..	.....	.....	1,100
	Hamer, Roy S.	B.S.A., Tor.	(Agriculture Instructor)	1907	2⅓	2	.....	1,200	.. ...
Peterborough	Kenner, Henry Rowe H.	B.A., Tor.	Classics	1893	21	½	1,900	.. ...	.....
	Fessenden, Cortez	M.A., Trin.	Math	1890	34	3	.....	1,650	.....
	Srigley, Edgar Cooper	.....	Commercial	1902	15	5½	.....	1,270	.....
	Hodgson, Joseph Emerson	B.A., Tor.	Science	1905	7½	4½	.....	1,450	.....
	Weir, Annie	B.A., Tor.	Eng., Hist., Fr., Ger	1904	13	6	.....	.....	1,450
	Merritt, Robert Norris	B.A., Tor.	Math	1906	10	1½	.....	1,450	.....
	Alford, Ethel .....(Interim)	M.A., Queen's	.....	1909	1½	....	.....	.....	1,100
	Stubbs, Samuel James	B.A., Tor.	Eng., Hist., Classics	1907	13	3	.....	1,450	.....
	Harvey, John Franklyn .(Interim	B.A., Queen's	.....	1907	2½	9	.....	1,150	.....
	Pettit, Louis John	B.A., Queen's	Eng., Hist.	1908	4½	3	.....	1,450	. ....
	Hofferd, George W.....(Interim)	B.A., Queen's	.....	1909	1½	5	.....	1,200	.....
	Ferguson, George A.	B.A., Tor.	Classics	1910	6½	2	.....	1,400	.....
Picton	Dolan, John Henry	B.A., Queen's	Classics	1899	11½	....	1,400	.....	.....
	Dobson, Robert	B.A., Vic.	Math.	1880	45	3	.....	1,200	.....
	Gilchrist, Dugald A.	B.A., Tor.	Eng. Hist.	1905	4½	7	.....	1,200	.....
	Bigg, Edmund Murney	M.A., Tor.	Science	1906	36	....	.....	1,200	.....
	Gibson, Ethel	B.A., Tor.	Mods. and Hist.	1907	4½	....	.....	.....	950
	Mallory, Bertha	.....	Commercial	1909	2½	10	.....	.....	900
	MacVannell, Alexander P.	B.S.A., Tor.	(Agriculture Instructor)	1909	½	....	.....	1,200	.....

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary. Principal.	Male Assistants.	Female Assistants.
							$	$	$
Renfrew	Bryan, Hugh Wallace	M.A., Queen's	Classics	1907	12⅔	...	1,550	.....	.....
	Preston, Thomas	B.A., Tor.	Science	1908	14	2	.....	1,150	.....
	Baird, Alex. William ....(Interim)	M.A., Queen's	Eng., Hist., Fr., Ger.	1908	1½	.....	.....	1,050	.....
	Windsor, Annie	B.A., McMaster	Math	1907	3	.....	.....	.....	950
	Morrison, Delle Selena ...(Interim)	.....	Commercial	1908	1	2	.....	.....	900
	Shepherd, Eleanor M. ...(Interim)	M.A., Trin.	.....	1909	½	1⅓	.....	.....	600
	Scott, Bella L .....(Interim)	B.A., Vic.	.....	1909	1½	.....	.....	.....	600
Ridgetown	Little, John George	B.A., Tor.	Math	1889	23	½	1,500	.....	.....
	Osgoode, Joseph Arthur	B.A., Queen's	Classics	1909	3½	1	.....	900	.....
	Fleming, Maude E.	M.A., Queen's	Mods. and Hist	1906	4½	.....	.....	.....	1,000
	Watterworth, Grace M.	.....	Commercial	1907	9½	2	.....	.....	900
	Closs, Frank David	.....	Science	1909	13	2½	.....	1,000	.....
St. Catharines.	Coombs, Albert Ernest	M.A., B. Pæd., Tor.	Class	1909	17½	.....	1,600	.....	.....
	Robertson, William John	B.A., Tor., LL.B., Vic.	Math	1874	36	.....	.....	1,500	.....
	Follick, Thomas Henry	M.A., Vic.	Science	1909	19½	2	.....	1,200	.....
	Odlum, Dora Eleanor	B.A., Trin.	Mods. and Hist	1907	6½	1	.....	.....	1,050
	Jamieson, Clinton Egerton	.....	Commercial	1909	5½	1	.....	1,100	.....
	Caverhill, Arthur Elliot	.....	.....	1894	17	15	.....	1,000	.....
	McRae, Donella Maude	B.A., Queen's	.....	1909	5½	2	.....	.....	900
	Mitchell, Jessie	B.A., Tor.	.....	1909	13	9	.....	.....	800
St. Mary's	Martin, Stephen	B.A., Tor.	Math	1886	23½	3½	1,500	.....	.....
	Forrester, John W. .....(Interim)	M.A., Queen's	Science	1909	½	4	.....	1,200	.....
	Jickling, Carrie Kathleen	B.A., Tor.	Classics	1906	3½	.....	.....	.....	1,000
	Thackeray, Barton Earl	B.A., Tor.	.....	1906	4½	2½	.....	900	.....
	O'Donoghue, Mary Helen (Interim)	B.A., Tor.	Mods., Hist.	1908	1½	.....	.....	.....	1,000
	Blyth, Sara	.....	Commercial (Interim)	1909	4½	7	.....	.....	900

St. Thomas ...	Quance, Noah	B.A., Tor.	Classics	1891	29		1,800	
	Voaden, Arthur C.	M.A., Queen's	Eng., Hist., (Interim), Com.	1903	15	2		1,600
	Auld, Charles	B.A., Tor.	Math	1909	15			1,400
	McEachern, John G. (Interim)	B.A., Queen's		1909	1½	4½		1,000
	Cook, Margaret	M.A., Tor.	Eng., Hist., Fr., Ger.	1903	14			1,400
	Gray, George L.	B.A., Tor.	Eng. and Hist.	1909	2			1,100
	Thomas, Neil J. (Interim)			1910		7		1,000
	Page, John Percy (Interim)	B.A., Tor.		1908	3			1,200
	Wing, Henry			1908	2	9		1,000
	Liebner, Ernest O.	B.A., Queen's	Science	1909	16			1,400
Sarnia	Crassweller, Christopher L.	B.A., Tor.	Math	1902	25	2½	1,600	
	Grant, David M.	B.A., Tor.	Classics	1885	26			1,500
	Dent, William Arthur		Science	1904	12	2		1,300
	Bridgman, Clara Mary		Commercial	1902	11	3		1,050
	Wilkie, Marion Florence (Interim)	B.A., Tor.	Fr. and Ger.	1908	4½			1,050
	Oakley, Muriel Gladys (Interim)	M.A., Tor.	Eng., Hist.	1910	½			1,000
	Moffatt, Thomas Edward			1908	2½	2		1,050
	Estabrook, Alice L. (Interim)			1910		6		750
Seaforth	Rogers, George Franklin	B.A., Vic.	Science	1900	16½		1,500	
	Colling, George Featherstone	B.A., Tor.	Math	1901	11½			1,200
	Dafoe, Margaret Norma (Interim)	M.A., Tor.	Mods. and Hist	1909	1½			900
	Knight, Carrie May (Interim)	B.A., Tor.	Class. Eng. Hist	1910	½			1,000
	Chidley, Agnes F. (Interim)		Commercial	1907	2½	4½		850
	Clark, Annie Gertrude (Interim)			1910	½	3½		600
Stratford	Mayberry, Charles Alexander	B.A., LL.B., Tor.	Classics	1891	27	2	1,900	
	Lennox, Thomas H.	B.A., Tor.	Science	1900	23	2		1,300
	Marty, Sophie E.	M.A., Queen's	Eng., Hist., Fr. and Ger.	1900	17	3		1,300
	Sprung, Whitfield Lyman	B.A., Tor.	Math	1908	6	5		1,450
	Carlyle, John A. (Interim)	B.A., Tor.	Eng. Hist	1908	1½	2		1,250
	Malcolm, George	B.A., Queen's		1890	25	6		1,250
	Doherty, Mabel		Commercial	1908	6½	3		1,100
	Walkom, Daniel T. (Interim)			1909	½	3½		1,050
	Day, John W.			1909	2	14		1,200
	Adams, Wm. A.		(Manual Training Instructor)	1901				1,200
	Pease, Isabel J. C.		(Household Science Inst.)					600
Strathroy	Kerr, Charles Staple	B.A., Tor.	Eng., Hist., Class	1906	22		1,400	
	Hedley, Robert Wesley	B.A., Tor.	Math.	1907	8½	3		1,200
	Corkill, Edward James	B.A., Queen's	Science	1906	21	3		1,050
	Houston, Jessie	B.A., Tor.	Mods. and Hist.	1909	5½			900
	Wilson, Margaret Grace E. (Interim)		Com.	1909	1½	6		900

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Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary. Principal.	Salary. Male Assistants.	Salary. Female Assistants.
							$	$	$
Toronto (Harbord St.)	Hagarty, Edward William	M.A., Tor.	Classics	1891	26		2,900		
	Balmer, Eliza May	B.A., Tor.	Eng., Fr., Ger.	1891	20½	1			2,200
	Lawler, Gertrude	M.A., Tor.	Eng., Fr., Ger., Math.	1891	19				2,200
	Ivey, Thomas Joyce	M.A., Tor.	Science.	1904	13			1,600	
	Glassey, David Alex	B.A., Tor.	Classics	1906	15			1,700	
	Wightman, Robert	B.A., Tor.	Math.	1908	12			1,700	
	Forfar, Charles	B.A., Tor.	Eng., Fr., Ger.	1892	20	6		1,800	
	Kennedy, Lyman Aaron	M.A., Vic.		1892	29			1,800	
	Clark, Luther John	B.A., Queen's	Fr., Ger.	1896	19	5½		1,800	
	Fletcher, William Hugh	M.A., Queen's	Science, Com.	1904	14½	4½		1,600	
	Tapscott, Harry Byron	M.A., McM. & Harvd.	Fr., Ger.	1906	5	6½		1,600	
	Jermyn, Percy Thomas	M.A., Tor.	Eng. Hist.	1906	9	2		1,600	
	Shaw, Robert	B.A., Tor. & McM.	Math.	1907	8½	3		1,500	
	McKinlay, James M.	B.A., Tor.	Classics	1907	10½			1,500	
	Keast, Walter	B.A., Tor.	Math. (Interim)	1907	3½	5		1,500	
Toronto (Parkdale)	Smith, Gilbert Acheson	B.A., Tor.	Science	1889	28	4	2,900		
	Birchard, Isaac J.	M.A., Tor., Ph.D.	Math.	1893	29	11		2,200	
	Spence, Nellie	B.A., Tor.	Classics, Eng	1889	21	1			2,200
	Hillock, Julia S.	B.A., Tor.	Fr., Ger.	1900	16				2,000
	Cosens, Absalom	M.A., Tor.	Science	1904	13	2		1,800	
	Mills, Jno. Hudson	M.A., Queen's	Classics	1906	19	1		1,700	
	Sinclair, John	B.A., Tor.		1897	21	8		1,800	
	Watson, Erwin H. A.	B.A., Tor.	Mods. and Hist.	1904	9	3		1,600	
	Phillips, Wm. A.	B.A., Tor.	Fr., Ger., Eng.	1906	21	1½		1,600	
	Reid, Thos. Emerson	B.A., Tor.		1905	5	8½		1,600	
	Smith, Arthur	B.A., Tor.	Science	1907	8	3		1,500	
	Barnes, Chas. L.	B.A., Tor.		1907	7	5		1,500	

	Sealey, Ethel May	B.A., Tor.	Mods. and Hist.	1907	8	1			1,500
	Hutchinson, John I. (Interim)	M.A., Tor.	Eng., Hist.	1909				1,300	
Toronto (Jarvis St.)	Embree, Luther E.	M.A., Tor.	Class., Eng., Hist., Fr., Ger.	1906	37	5	3,500		
	Brown, Harry W.	B.A., Tor.	Eng., Hist., Fr., Ger.	1909	15			1,300	
	Shaw, George Edmund	B.A., Tor.	Eng. Fr., Ger.	1876	34			2,200	
	Michell, William Chas.	B.A., Tor.	Classics	1897	18			2,100	
	Lehmann, Carl A. K.	B.A., Tor.	Science	1898	14	2		2,100	
	Jeffries, John	B.A., Tor.	Eng., Hist., Fr., Ger.	1907	22	1		1,700	
	Keillor, James	B.A., Queen's	Eng., Hist.	1905	18	3		1,600	
	Thomas, Janie	M.A., Tor.	Eng., Hist.	1882	27½	1			1,800
	Jennings, Wm. Arthur	B.A., Tor.	Science	1907	3½			1,500	
	Lougheed, Wm. James	M.A., Tor.	Math.	1907	6½	3½		1,500	
	Spence, Augusta Grace Wewonah	B.A., Tor.	Mods. and Hist.	1907	4½				1,500
	Munro, Peter Fraser	M.A., Qu., B.Pæd., Tor	Classics	1907	9	½		1,500	
	Keith, George Walter	B.A., Tor.	Math.	1907	11½			1,500	
	Morrish, Celia Winifred	B.A., Tor.	Eng., Hist., Fr., Ger.	1908	5				1,300
	O'Connell, Marguerite E. (Interim)	B.A., Queen's	Eng., Hist., Fr., Ger.	1908	1½	3½			1,400
	Halbert, Edwin H. (Interim)	B.A., Tor.	Science	1910	½			1,300	
Toronto (Humberside)	Colbeck, Franklin Charles	B.A., Vic.	Classics, Eng.	1894	23	1½	3,000		
	Gourlay, Richard	B.A., Tor.	Classics, Math.	1893	23			2,200	
	Charles, Henrietta	B.A., Tor.	Eng., Fr., Ger.	1901	23				2,000
	Johnston, Frederick James	M.A., Tor.	Science	1904	12	3		1,900	
	Jones, George Mallory	B.A., Tor.	Eng., Hist., Fr., Ger.	1907	12			1,600	
	Evans, William Arthur			1904	5	15		1,600	
	Bennett, John S. (Interim)	B.A., Tor.	Classics	1909	1⅓	6		1,300	
	Saunders, William R.	B.A., Queen's		1910	9½	4½		1,200	
	Hatch, Salem B.		Art (Interim) Com.	1909	5	8		1,200	
Vankleek Hill.	Mitchener, James L.	B.A., McMaster	Science	1909	8	6	1,400		
	Miller, Cora (Interim)	M.A., Queen's	Math. Com.	1909	2	½			1,100
	Dufton, Lena (Interim)	B.A., Tor.		1909	1				850
	Parlow, Helen (Interim)	M.A., Tor.	Mods. and Hist.	1909	½				800
	Shurtleff, Morley (Interim)			1910	½	8		1,200	
Whitby	Hogarth, George Henry	B.A., Tor.	Math.	1900	23		1,350		
	Henry, Edith May	B.A., Tor.	Mods. and Hist.	1909	6	3½			1,000
	Pringle, E. Gertrude	B.A., Tor.	Classics	1906	4	1			1,000
	White, Kate Elizabeth		Commercial (Interim)	1909	4½	1			900
	Hare, James H.	B.S.A.	(Agriculture Instructor)	1908	1			1,200	
Windsor	Gavin, Frederick Pearce	B.A., Queen's	Science	1892	18		2,000		
	Bell, Frederick Henry	B.A., Tor.	Eng., Hist., Fr., Ger.	1898	16½			1,500	
	Reid, Robert	B.A., Tor.	Eng., Hist., Fr., Ger.	1909	16	4		1,400	

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

Collegiate Institutes.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Windsor.—*Con*	Brunt, Robert Anthony	B.A., Tor.	Science	1905	7	1	.....	1,400	.....
	Cleary, Norah	B.A., Tor.	.....	1900	8	....	.....	....	1,050
	Eagle, David Melville	.....	.....	1907	3	9	.....	1,400	.....
	Hamilton, William Brown	B.A., Tor.	Math.	1908	2½	3	.....	1,400	.....
	Lowe, William Duff ....(Interim)	M.A., Queen's	Classics, Eng., Hist.	1908	1½	....	.....	1,400	.....
	Cunningham, Evangeline	B.A., Tor.	.....	1909	5	....	.....	.....	1,000
	Ramsay, James Alexander	.....	Com., Art., (Interim)	1910	7½	6	.....	1,400	.....
Woodstock ...	Levan, Isaac Master	B.A., Tor.	Classics, Eng., Mods.	1898	28½	....	1,700	.....	.....
	Cole, James McLarty	.....	Science	1898	18½	8½	.....	1,300	.....
	Salter, Wesley John	B.A., Tor.	Classics	1907	2½	....	.....	1,100	.....
	Cameron, Aldis W.	B.A., Tor.	Eng. and Hist.	1909	16½	....	.....	1,300	.....
	Brown, Clarence L. ....(Interim)	B.A., McMaster	Math.	1909	.....	4	.....	1,300	.....
	Stone, Alice B.	.....	Commercial	1907	7½	8	.....	.....	1,050
	Wilson, Ethel Mae	.....	.....	1908	5½	3	.....	.....	850
	Alexander, Nessie .....(Interim)	.....	.....	1909	1½	4	.....	.....	750
	Lee, Anna A. .....(Interim)	.....	.....	1910	.....	4	.....	.....	750
	Mercer, John S.	.....	(Manual Training Instr.)	1905	5	6½	.....	1,300	.....
	Shaw, M. Pauline	.....	(Household Science Instr.)	1907	3	....	.....	.....	550
	Munro, John B.	.....	(Drill Instructor)	1909	.....	....	.....	.....	.....
High Schools:									
Alexandria ...	MacKay, Donald	M.A., Tor.	Classics	1895	20	2½	1,400	.....	.....
	Goulding, Hanna Mitchell	.....	.....	1909	7	2½	.....	.....	1,000
	Ostrom, Ethel Luella ....(Interim)	B.A., Queen's	.....	1908	1	½	.....	.....	800
	Sweeney, Agnes Calvary	.....	.....	1909	4	3½	.....	.....	600
Almonte	Thompson, Margaret Jane	B.A., Queen's	Fr., Ger., Eng., Hist.	1895	14⅓	6	1,200	.....	.....
	Schell, Arthur William	.....	.....	1905	5	3½	.....	1,000	.....

	O'Donnell, Thomas J.			1908	2½	3		900	
	Matthews, Jessie Edith (Interim)	M.A., Tor.		1908	1½	3			800
Arnprior	Mabee, George Elliott	B.A., Tor.	Fr., Ger.	1905	16½		1,350		
	Ellis, Mina Alexandra	B.A., Queen's		1909	1½	8½			1,200
	Ferguson, Miles		Math.	1909	12	9		900	
	Henry, Lizzie C.	B.A., Queen's		1909	½	13			700
Arthur	Andrews, David	M.A., Queen's	Math.	1908	5½	5	1,400		
	MacGregor, Annie K.	B.A., Queen's		1908	3½				900
	Howson, Bruce F.			1908	2	3		750	
Athens	Sexton, James Henry	M.A., Queen's	Science	1909	13	9	1,500		
	White, Robert Oliver		Math.	1909	1½	8		1,200	
	Morden, Frances Dagmar	B.A., Tor.		1909	3	2			850
	Chandler, Pearl (Interim)	B.A., Queen's		1909	1	2			750
Aurora	Ferguson, John	B.A., Queen's		1909	4	8	1,400		
	Van Duzer, L. Mabel (Interim)	B.A., Tor.		1909	½				700
	Ferguson, Elma S.			1909	4				700
Aylmer	Rutherford, Walter W.	B.A., Tor.	Math.	1883	35	1	1,600		
	Story, Selina Gladys	M.A., Queen's	Mods. and Hist.	1904	7	½			1,200
	Messmore, Joseph Frank	B.A., Tor.	Classics	1909	18			1,200	
	MacLean, Alexander (Interim)	B.A., Tor.	Science	1909		2		1,250	
	Summers, Lena (Interim)			1910		3			700
Beamsville	Hamilton, James A.	M.A., Tor.		1909	2		1,200		
	Welsh, Agnes (Interim)			1909		3			600
Belleville	Colling, James	B.A., Tor.	Classics	1908	18	3	1,600		
	Knight, William W.	B.A., Queen's	Math.	1892	21	5		1,350	
	Whitely, Lester R.	B.A., Tor.	Mods. and Hist.	1908	8			1,250	
	MacLaurin, Peter Crawford	B.A., McMaster	Science	1909	5			1,400	
	Milburn, Edward Fairfax	M.A., Trin.		1870	39			900	
	Smith, Henry Lloyd (Interim)			1909		6½		900	
Bowmanville	Elliott, John	B.A., Queen's	Math., Eng.	1906	26	5	1,400		
	Cameron, Archibald Rose	B.A., Queen's	Classics.	1906	5½			1,100	
	Ward, Clara Anne	B.A., Tor.	Mods. and Hist.	1909	7				1,000
	McEachran, Mary	B.A., Queen's		1909	3½	7			1,000
Bradford	Carefoot, George Andrew	B.A., Queen's	Science.	1905	13	6	1,150		
	Casselman, Colborne Lindsay			1907	2½	4½		875	
	Conway, Irene E. (Interim)			1908	1½	3			625

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Brampton	Fenton, William J.	B.A., Tor.	Classics	1894	19	1½	1,600	.....	.....
	Halnan, Lemen R.	M.A., Trin.	Math.	1905	6	3	.....	1,400	.....
	Matheson, Murdock ..... (Interim)	B.A., Queen's	.....	1909	½	2	.....	1,200	.....
	Tuke, William H.	.....	.....	1909	4½	....	.....	1,200	.....
	MacVannel, Janet	M.A., Tor.	Mods. and Hist.	1908	2½	....	.....	.....	1,100
Brighton ....*	Laird, Marie Ettie	.....	.....	1908	2	3	.....	.....	700
	McDonald, Donald A. ... (Interim)	B.A., McMaster	.....	1910	1	8	.....	1,000	.....
Caledonia	Davidson, John H.	M.A., B. Pæd., Tor.	Math.	1909	7	7½	1,300	.....	.....
	Allen, Mabel E.	B.A., Tor.	Fr., Ger.	1909	4	....	.....	.....	800
	Ludlow, M. Edith ..... (Interim)	.....	.....	1910	1	2	.....	.....	700
	Upshall, Benjamin A. ... (Interim)	B.A., Tor.	Classics	1909	½	....	.....	1,100	.....
Campbellford .	Smith, Thomas Corlett	B.A., Queen's	Science.	1909	10	14	1,500	.....	.....
	Hodgson, John Eastwood	M.A., Tor.	Eng., Classics	1906	14	....	.....	1,100	.....
	Boyes, Robert	.....	Math.	1895	18	5	.....	1,000	.....
	MacKinnon, Florence ... (Interim)	M.A., Tor.	Mods. and Hist.	1909	½	....	.....	.....	800
Carleton Place	Rand, Wilfrid Erle	B.A., Tor.	Math.	1902	17	1	1,400	.....	.....
	Froats, Charles Willis	M.A., Queen's	Classics	1908	2	6½	.....	1,100	.....
	McDonald, Neil	.....	.....	1891	19	6½	.....	950	.....
	McBride, Sara M.	.....	.....	1908	2	....	.....	.....	750
Cayuga	Skeele, James Eton	B.A., Tor.	.....	1897	17	....	1,250	.....	.....
	Harvey, Martha Anne .... (Interim)	B.A., Tor.	Math.	1907	4	....	.....	.....	950
	Meadows, Persie Cecilia (Interim)	.....	.....	1909	½	4	.....	.....	550

Chesley	Campbell, John Duncan	B.A., Tor.	Math (Interim)	1908	1½	8½	1 300		
	Dugit, Rosalie A. (Interim)	M.A., Tor.	Classics	1909	1½				1,000
	Hone, Arthur D. (Interim)			1909	1½	1½		1,050	
	Patterson, Harriet A.	B.A., Queen's		1909	3				900
Colborne	Bellamy, Wesley	B.A., Vic.		1892	20	5	1,200		
	Russell, Fannie Josephine			1906	3½	4			650
Cornwall	MacLean, Allan Edmund	B.A., Queen's	Eng. Hist. (Interim), Fr. Ger.	1898	17	5	1,600		
	Nugent, James			1884	28½	6½		1,200	
	Crewson, Joseph W.	B.A., Vic.	Classics	1888	20	8		1,200	
	Fetterly, Hiram B.	M.A., Queen's	Science	1904	5½	10		1,500	
	Birchard, Alexander Fraser		Commercial	1898	15	12		1,100	
	Norris, Arthur David (Interim)	B.A., Tor.		1907	3	7		1,000	
	Ferguson, Thomas Roderick	M.A., Queen's	Math.	1909	2	4		1,200	
	Healey, Rose Etta	B.A., McGill		1906	3				900
Deseronto	Whyte, Robert	B.A., Tor.		1906	14	4	1,200		
	Hally, Isobel O. (Interim)	B.A., Tor.		1909	1½				800
	Kirkpatrick, Effie C. (Interim)			1909	1	½			700
Dundas	Sine, Fred.	M.A., B. Sc., Queen's		1910	3	5	1,400		
	Burns, Charles James (Interim)	B.A., Queen's	Classics	1909	½			1,000	
	Preston, Ethel A.			1909	4½	½			800
	Watson, Annie			1907	2½	9			700
Dunnville	Cowles, John P.	B.A., Queen's		1908	2½	3½	1,350		
	Lane, James Stanley	B.A., Tor.	Fr., Ger.	1910	13			1,200	
	Ralston, George D. (Interim)	B.A., Queen's	Fr. Ger.	1909	2	5		1,200	
	Anderson, Lillie C.		Com. (Interim)	1909	6	3½			1,100
Dutton	Elliott, Thomas W.	B.A., Tor.	Science (Interim)	1909	3½	11	1,400		
	McCutcheon, Elsie Leona F. (Int.)	B.A., Tor.	Classics	1908	1¾				725
	McCutcheon, Helen F. (Interim)	M.A., Tor.	Eng. Hist	1909	½				650
	Cole, Addison	B.A., Tor.		1908	8½			725	
Elora	Barron, Robert Armour	B.A., Tor.	Eng., Classics, Fr., Ger.	1909	27½	5	1,200		
	Snider, Lily Huldah			1909		1¾			550
	Lemon, Mary (Interim)	B.A., Tor.	Math.	1910	1½				800
Essex	Massey, Arthur Wallace	B.A., Vic.	Math., Eng.	1909	18½	1	1,400		
	Carter, Florence Victoria (Interim)	B.A., Tor.	Mods. and Hist.	1908	2½				850
	Hamilton, John Rennie (Interim)	B.A., Queen's		1909	½			900	
	Hicks, Retta May			1908	2½	2			650

*Principal to be appointed.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	
Essex.—*Con.*.	McKenny, Angus	B.S.A., Tor.	(Agriculture Instructor)	1907	2½	....	.....	1,200	....
	Lewis, Caleb Elton	B.A., Acadia, B.S.A., Tor.	(Agriculture Instructor)	1908	1½	....	.....	1,000	.....
Fergus	Perry, Peter	M.A., Tor.	Classics	1908	32	...	1,200	.....	.....
	Smith, Gladys Hubner	.....	.....	1908	3½	½	.....	.....	700
	Smith, Louisa (Interim)	.....	.....	1908	2	3	.....	.....	800
	Austin, Grace C. (Interim)	.....	.....	1910	½	....	.....	.....	800
Forest	Wright, William Jonathan	M.A., Tor.	Classics	1909	8½	3½	1,400	.....	.....
	Williams, Albert	.....	.....	1906	5	5	.....	950	.....
	Howson, Lena (Interim)	B.A., Queen's	.....	1910	.....	2½	.....	.....	750
Gananoque	Graham, Robert George	B.A., Vic.	Math.	1894	18½	....	1,500	....	.....
	Ewing, Florence May	B.A., Queen's	.....	1907	5½	2½	.....	.....	1,000
	Mulloy, Lulu Eugenia (Interim)	.....	.....	1909	1½	4½	.....	.....	1,000
	Edwards, Rebecca S (Interim)	.....	.....	1909	½	9	.....	.....	800
Georgetown	Coutts, Richard David	B.A., Tor.	Classics	1897	12½	3	1,300	.....	.....
	Cantelon, John Wilfred	M.A., Tor.	Math.	1906	3½	4	.....	1,050	.....
	Bielby, George Henry	B.A., Tor.	.....	1907	2½	7	.....	1,000	.....
	Watson, Agnes Myrtle (Interim)	.....	.....	1908	2½	2	.....	.....	625
Glencoe	Foucar, Walter K.	M.A., Tor.	Eng., Hist., Fr., Ger.	1905	14½	....	1,250	.....	.....
	Johnson, Leah Bedena	M.A., Tor.	Math.	1907	2¾	....	.....	.....	1,000
	Buchanan, Winnie I. (Interim)	.....	.....	1909	½	2½	.....	.....	500

Gravenhurst ..	Hobbs, Thomas	B.A., Tor.	Math.	1909	7½	5½	1,300		
	Ward, Ada L. (Interim)	M.A., Tor.	Mods. and Hist.	1909	1½	3		800	
	Broughton, Clara Elizabeth			1906	4	½			600
Grimsby	Montgomery, William	B.A., Tor.	Math.	1909	15		1,100		
	Strang, Rose Innis			1901	12				800
	De La Mater, Magdaleine (Interim)			1908	2	1½			600
Hagersville	Andrews, Robert T.	B.A., Tor.	Classics	1909	5	14	1,000		
	Hind, Edith J.			1907	1½	3½			775
	Boyle, Gertrude M. (Interim)	B.A., McGill		1909					650
Harriston	Breuls, Ira Delos	B.A., Queen's	Science.	1909	22	5	1,400		
	Elliott, Henry Edward .. (Interim)	B.A., Queen's		1908	1½	3		1,000	
	Hamilton, Margaret Alison	B.A., Tor.	Mods. and Hist.	1909	2½				900
	Ford, Kathrina Payne ... (Interim)			1909	½	1			500
Hawkesbury ..	Asselstine, Robert Whiting	B.A., Queen's		1907	8	3	1,200		
	Higginson, Maria Adelaide			1897	12	2½			700
	Campbell, Charlotte Elizabeth (Int.)			1908	2				600
Iroquois	Truscott, Samuel Alfred	M.A., Queen's	Math.	1908	4½	7	1,300		
	Ferguson, Walter P. (Interim)		Science.	1909	½			1,100	
	Rose, Marion H.		Fr., Ger.	1898	15½	4			850
	Philp, Lulu M. (Interim)	B.A., Queen's		1909	½				700
	Berney, Laura J.	B.A., Queen's		1908	2½				750
Kemptville	Nelson, John	B.A., Queen's	Math.	1907	17	4	1,250		
	Percy, Herbert Algernon (Interim)			1908	1	2		1,100	
	Fletcher, Beatrice L. (Interim)	B.A., Tor.	Classics	1910	2½	2			900
	Keegan, Joseph D.			1905	4	13		800	
	MacKay, Minnie B. (Interim)	B.A., Queen's		1909	1				650
Kenora	Wilson, W. Asbury	B.A., Queen's		1903	10½		1,500		
	Berlanquet, Hugh Smith	B.A., Queen's	Classics	1907	6			1,300	
	McConkey, Catharine M. R. (Inter.)	B.A., Queen's	Fr., Ger.	1910	4½				1,000
Kincardine	McKinnon, Charles	B.A., Tor.	Classics	1909	8½	3½	1,400		
	Flock, Frank Arthur	B.A., Tor.	Science.	1907	2½	2½		1,200	
	MacKay, John Malcolm	B.A., Queen's		1909	3½	7		1,200	
	Amos, Flora Ross	B.A., Tor.	Mods. and Hist.	1909	4				900
	Fechnay, Jean H. (Interim)	B.A., Tor.		1909	½				750

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary. Principal.	Male Assistants.	Female Assistants.
							$	$	$
Leamington ..	Brown, George Allen	B.A., Tor.	Math.	1908	3	2	1,300	.....	.....
	Stewart, Etta Murray	B.A., Tor.	Eng., Fr., Ger.	1907	12	....	.....	.....	950
	Lloyd, Lillie E. V. (Interim)	M.A., Tor.	Classics	1909	1½	....	.....	.....	1,000
	Campbell, George Alex. (Interim)	.....	.....	1908	1½	12	.....	1,100	.....
	Stockdale, Thomas N. (Interim)	.....	.....	1909	2	4	.....	1,200	.....
Listowel ....*	Feasby, William James (Interim)	B.A., Queen's	Fr., Ger.	1908	1½	5	.....	1,000	.....
	MacDonnell, Alexander Duncan (In)	M.A., Queen's	.....	1909	½	....	.....	950	.....
	McMillan, William James (Interim)	B.A., Tor.	.....	1909	½	5	.....	900	.....
	Poldon, George Harold (Interim)	.....	.....	1909	½	1½	.....	650	.....
Lucan.....	Stoddart, Robert	B.A., Tor.	Classics	1908	14	½	1,300	.....	.....
	Forbes, William Browne	.....	Science	1909	14	1	.....	1,000	.....
	Pierce, Edna Helena (Interim)	B.A., Queen's	Fr., Ger.,	1909	½	....	.....	.....	600
	Warren, Winifred (Interim)	.....	.....	1909	1	2½	....	.....	600
Madoc	Watson, Alexander H.	B.A., Tor.	.....	1889	27	3	1,200	.....	.
	Stewart, George B. (Interim)	B.A., Queen's	Math.	1909	½	2	.....	1,000	.....
	Moir, Mary Isabella (Interim)	B.A., Tor.	.....	1910	¼	¼	.....	.....	600
Markham.....	Brethour, John H.	B.A., Vic.	Classics	1910	29	5	1,300	....	.....
	Sheppard, Alton M. (Interim)	B.A., Tor.	Math.	1909	1	2	.....	1,150	.....
	Smith, Annie Maria	B.A., Tor.	.....	1908	5½	....	.....	...	800
	Clark, Bruce W. (Interim)	.....	.....	1908	1½	....	.....	900	.....
	Switzer, Josie E. (Interim)	.....	.....	1910	1½	6	.....	.....	850
Meaford.....	Dundas, Arthur A.	B.A., Tor.	.....	1897	13	2	1,300	.....	.....
	Johnson, George Stephen	B.A., McMaster	Science	1907	2½	...	.....	1,200	.....

	Stewart, Kate L.	B.A., Tor.	Eng. and Hist.	1907	2½	....	.....	.....	1,000
	Hammond, John Edgar		Commercial	1906	3½	3	.....	900	.....
	Hackett, Edward.....(Interim)	B.A., Dublin		1909	½	....	.....	1,250	.....
Midland	Glass, William Arthur	B.A., Tor.		1904	6½	1½	1,400	.....	.....
	McEachern, Neil	B.A., Tor.	Science	1909	16	5	.....	1,200	.....
	Yarwood, M. C. St. Geo. (Interim)	M.A., Tor		1910	⅓	....	.....	800	.....
	Ireland, Franklin N. ....(Interim)	B.A., Manitoba		1909	4	4½	.....	1,000	.....
Mitchell	Morrow, John D.	B.A., Tor.	Classics	1905	13½	....	1,350	.....	.....
	Hall, Wilbert .....(Interim)	B.A., Tor.		1909	1½	2½	.....	1,200	.....
	Clifford, Margaret	M.A., B.Pæd., Queen's	Eng. and Hist.	1907	2	5	.....	.....	800
Mount Forest	Speirs, Thomas E.	B.A., Tor.	Math.	1907	3½	2	1,100	.....	.....
	McGregor, Robert Lee...(Interim)			1908	1½	....	.....	900	.....
	Gilray, Roberta Gibson..(Interim)	B.A., Tor.		1908	1½	....	.....	.....	600
	Baker, Albert Henry....(Interim)	B.A., Lennoxville		1910	1½	7	.....	800	.....
Newburgh	Denyes, James Malcolm	B.A., Queen's	Fr., Ger.	1907	11½	3	1,200	....	.....
	Grose, Annie R.			1908	4½	6½	.....	.....	800
	Duncan, William A.	B.A., Tor.		1909	2	9	.....	1,000	.....
Newcastle	Jardine, William Wilson	B.A., Tor.		1910	29	9½	1,200	.....	.....
	Corry, Ray Laura.....(Interim)	B.A., Trin.	Mods. and Hist.	1908	3	....	.....	.....	600
Newmarket	Maclean, Godwin	M.A., Tor.	Math.	1909	17	1½	1,200	.....	.....
	Hollingshead, John Edwin			1884	25	2½	.....	900	.....
	McLeod, Lola .....(Interim)	B.A., Queen's		1909	3	....	.....	.....	850
	Arthur, Nellie.....(Interim)	B.A., Queen's	Mods. and Hist.	1909	1	2½	.....	.....	750
	Wickett, Laura E.....(Interim)			1909	½	1½	.....	.....	700
Niagara	Clark, Joseph Campbell	B.A., Tor.	Classics	1910	14	2½	1,000	....	.....
	Eby, Winifred Mora.....(Interim)			1908	1½	....	.....	.....	525
Niagara Falls South	Myer, Albert N.	M.A., Trin.	Math.	1908	15½	....	1,400	.....	.....
	Dawson, Margaret M....(Interim)			1907	2	2	.....	.....	700
	Burns, Edna Muriel.....(Interim)			1909	4½	½	.....	.....	800
North Bay	Girdwood, Arthur Reginald	B.A., McMaster	Math.	1904	6	....	1,500	.....	.....
	Barr, Janet	B.A., Queen's		1902	14	1	.....	.....	1,000
	Innes, Alexander R.			1909	22	6	.....	1,400	.....
	Stothers, Minerva Evelyn (Interim)	B.A., Queen's		1909	2	....	.....	.....	900
Norwood	Lawlor, Richard G.	B.A., Queen's		1909	5½	8	1,300	.....	.....
	Ford, Hellen Douglas....(Interim)			1908	3	½	.....	.....	700
	Macfarlane, Harold G ...(Interim)			1909	½	....	.....	900	.....

* Principal to be appointed

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary. Principal.	Male Assistants.	Female Assistants.
							$	$	$
Oakville	Lillie, John Turner	B.A., Vic.	Classics	1905	22	....	1,350	.....	.....
	Wade, Edward (Interim)	B.A., Tor.	.....	1910	¼	1	.....	1,100	.....
	Pierce, Ada E.	B.A., Queen's	.....	1906	4½	1½	....	.....	900
Omemee	*	.....	.....	.....	.....	....	.....	.....	.....
	Bartley, Hattie M. (Interim)	.....	.....	1910	1½	7	.....	.....	800
Orangeville	Steele, Alexander	B.A., Tor.	Eng., Math., Hist.	1879	33	....	1,500	.....	.....
	Hutchinson, May Riordon	.....	.....	1904	7	6	.....	.....	725
	Strang, Grace Masson	B.A., Tor.	Mods and Hist.	1907	4	....	.....	.....	825
	Adams, John H. (Interim)	B.A., Tor.	.....	1909	1½	....	.....	1,000	.....
	Freeze, Helen (Interim)	B.A., McGill	.....	1909	2	....	.....	.....	1,000
Oshawa	Smith, Lyman C.	B.A., Vic.	Classics, Eng., Hist.	1882	32	2½	1,400	.....	.....
	Stevenson, Louis	B.A., B.Sc., Vic.	Math. Science.	1902	17	3	.....	1,200	.....
	Courtice, Samuel J.	B.A., Tor.	Math.	1908	9	6	.....	1,200	.....
	Faint, Pearl (Interim)	M.A., Tor.	Mods. and Hist.	1910	1½	...	.....	.....	800
	Cruikshank, Libbie	.....	.....	1908	4⅓	5	.....	.....	900
Paris	Bell, Walter N.	B.A., Tor.	Classics	1898	19	....	1,500	.....	.....
	Williams, Edna Jane	B.A., Tor.	.....	1907	2	....	.....	.....	1,000
	Wilkinson, James Egerton	.....	Commercial	1908	3	2	.....	1,000	.....
	Hildred, Edna Lisbeth (Interim)	M.A., Tor.	Mods. and Hist.	1909	½	....	.....	.....	700
Parkhill	Fairchild, Austin H.	B.A., McMaster	Math.	1908	5½	5	1,400	.....	.....
	Guest, Emily Jane	M.A., Tor.	Eng. Hist.	1901	8	....	.....	.....	1,000
	Hotson, Aletha L. (Interim)	B.A., Tor.	.....	1908	2⅔	1	.....	.....	800
	Burke, Charlotte (Interim)	B.A., McMaster	.....	1909	1	1	.....	.....	600

Pembroke	Ross, Ralph	B.A., B.Pæd., Tor.	Classics	1895	22	....	1,450	.....	.....
	Cornell, Maurice Leo....(Interim)	M.A., Queen's	Math.	1908	2	...	.....	1,150	.....
	Dickson, Jean Gibson...(Interim)	B.A., Tor.	Mods. and Hist.	1908	3	....	.....	.....	900
	Amos, Harold Edwin	B.A., Queen's, B. Pæd. Tor.		1909	2½	8	.....	1,300	.....
Penetanguishene	Keefe, Reuben Daniel	B.A., Tor.		1907	7½	....	1,250	.....	.....
	Garvin, Joseph L. .....(Interim)	B.A., Tor.	Math.	1909	7½	3	.....	1,000	.....
	Seery, Winifred			1906	3⅛	4	.....	.....	650
Petrolea	Clyde, William	M.A., Queen's		1888	23	1	1,200	.....	.....
	Jundry, Helen Myrtle	B.A., Tor.	Class.	1909	7	½	.....	.....	950
	McPhail, Alexander C	B.A., Queen's		1910	14½	10½	.....	950	.....
	White, Herbert Thos. (Temporary)	M.A., B.Sc., Queen's		1910	.....	½	.....	1,000	.....
Plantagenet	Walsh, John C	B.A., Ottawa		1907	3½	....	1,000	.....	.....
	Lachance, Gertrude M...(Interim)	B.A., Queen's		1909	½	3	.....	.....	900
	McGurn, Mary A.....(Interim)			1909	½	½	.....	.....	575
Port Arthur	Howell, William B. L	B.A., Tor.	Classics	1904	12	....	1,700	.....	... ..
	Cranston, David Loudon	B.A., Tor.	Math.	1907	6	....	.....	1,450	.....
	Aitchison, Belle			1903	15	3	.....	.....	1,050
	Milne, Thomas Fred		Commercial	1909	4	5½	.....	1,450	.....
Port Dover	Liddy, William R	B.A., Tor.	Science	1897	13	4½	1,100	.....	.....
	MacGregor, Jessie D....(Interim)			1910	.....	2	.....	.....	700
Port Elgin	Bald, William Francis	B.A., LL.B., Tor.	Classics	1907	14	3	1,350	.....	.....
	Corkery, Florence .....(Interim)	B.A., Queen's		1909	2	3	.....	.....	700
	Ungar, A. Pearl.....(Interim)			1909	½	1½	.....	.....	650
Port Hope	Snider, Egerton Eber	B.A., Vic.	Math.	1908	19	2	1,600	.....	.....
	Morgan, John James	M.A., Tor.	Science	1905	14	3	.....	1,300	.. ..
	Trench, Wm. Wycliffe Anson	B.A., Tor.	Classics	1908	5½	5	.....	1,300	.....
	Williams, Mary Isabel	B.A., Queen's	Mods. and Hist.	1908	3½	....	.....	.....	900
	Smith, Kathleen Edith ...(Interim)	B.A., Tor.		1908	1½	....	.....	.....	700
Port Perry	McBride, Dugald	B.A., Vic.	Classics, Math.	1871	38	4	1,300	.....	.....
	Stone, George			1883	28	4	.....	1,000	.....
	Philp, L. Madeline.....(Interim)			1908	1½	3	.....	.....	600
	Sinclair, Robert J.....(Interim)			1909	1½	2	... .	800	.....
Port Rowan*	Campbell, Hughena.....(Interim)			1910	.....	½	.....	.....	700
	Detweiler, John D. ..(Temporary)			1910	⅛	2	.....	1,200	.....

*Principal to be appointed.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Prescott.....	Kerfoot, Horace Watson.....	B.A., Queen's.....	.....	1907	5	11	1,300	.....	.....
	Leighton, Robert Henry.....	.....	.....	1907	8	19	.....	1,000	.....
	Weese, Williametta	B.A., Queen's.....	.....	1906	3½	3½	.....	.....	900
	Tuer, Margaret.....	.....	Com. (Interim)	1910	3	5	.....	.....	700
Richmond Hill	Witheril, Ebenezer Rufus.....	B.A., Queen's.....	.....	1908	16	20	1,100	.....	.....
	Graeb, Mabel Maclean...(Interim)	M.A., Tor.....	Mods. and Hist.	1908	2	....	.....	.....	750
	Scanlon, Mary Greenfield. (Interim)	.....	.....	1908	1	2½	.....	.....	500
Rockland.....	O'Hagan, Thomas.....	B.A., Ph.D., Ottawa .	.....	1908	9	10	1,100	.....	.....
	Eby, Florence Mary.....	B.A., Tor.....	.....	1908	5½	....	.....	.....	650
	Banford, Joyce.....(Interim)	.....	.....	1909	½	1	.....	....	650
Sault Ste.Marie	Race, Wilfred Ballantyne.....	B.A., Queen's.....	Mods. and Hist.	1904	17	....	1,800	.....	.....
	Rudlen, George William.....	B.A., Tor.....	Math.	1904	11½	....	.....	1,300	.....
	Williams, Lorne Joseph.....	B.A., Queen's.....	.....	1906	10	2½	.....	1,300	.....
	Harkness, Mary Dell.....	M.A., Queen's.....	Mods. and Hist. (Interim)...	1907	3	6	.....	.....	1,000
	Clayton, Vivian Emily.....	B.A., Man.	Commercial, Art (Interim)..	1908	3½	1½	.....	.....	1,000
	McQuarrie, George Bruce (Interim)	M.A., Tor.....	Classics	1909	½	....	.....	1,000	.....
	Jenkins, Thomas H.....	.....	(Manual Training Instr.)....	1909	. ....	....	.....	1,100	.....
Simcoe.....	Christie, James Douglas.....	B.A., Tor.....	Eng., Fr., Ger.	1889	31	....	1,400	.....	.....
	Lingwood, Frederick H.....	M.A., B.Pæd., Trin...							
		B.Pæd., Queen's.....	Classics.	1904	17	....	.....	1,200	.. ...
	Hagan, James W.....	M.A., Queen's.....	.....	1910	5	5	.....	1,300	.. ...
	Patterson, Richard A.....	B.A., Tor.....	Math.....	1909	16	3½	.....	1,100	.....
	Gooland, Alma.....	.....	Com. (Interim).....	1907	3	11	.....	.....	900

Smith's Falls..	Rose, Robert Chas.	B.A., Tor.	Math.	1907	18	3½	1,500		
	Cooke, John Alexander	M.A., Queen's	Classics	1909	20	3		1,400	
	Might, Lincoln	M.A., Queen's	Science	909	16	3		1,400	
	McWhorter, Victoria	B.A., Tor.	Mods. and Hist.	1909	½				600
Smithville....	Tremeer, James	B.A., Vic.	Classics	1908	22	3	1,300		
	Teeter, E. Louise			1909	1	3			600
Stirling.....	Kennedy, George E.	B.A., Vic.	Science	1893	17	4	1,200		
	Scott, Carrie Lillian....(Interim)	B.A., Queen's		1908	1½				700
	McRae, Caroline Jean....(Interim)	B.A., Queen's	Eng., Hist.	1909	½	½			700
Streetsville....	Kemp, William	M.A., Queen's	Eng., Hist., Fr., Ger.	1909	9	1	1,100		
	McDiarmid, Janetta Maybelle (Inter)	M.A., Tor.	Math.	1909	½				800
	Tanner, Alice Maude....(Interim)			1909	½	1½			700
Sudbury.....	Davidson, John	M.A., LL.B., Tor.	Classics	1908	29	3	1,600		
	Wethey, Edmund James. (Interim)	B.A., Trin.	Math.	1909	4½	5½		1,200	
	Adie, Jessie Morton....(Interim)	B.A., Tor.	Mods. and Hist.	1908	2½				1,000
	O'Grady, John Lee.....(Interim)			1910		3		900	
Sydenham... *	DeCou, Nellie	B.A., Tor.	Fr., Ger.	1907	3½	2½			825
	Baker, Sarah Jane			1907	3½	3½			750
	Dunlop, Florence.....(Interim)	B.A., Queen's	Eng. and Hist.	1908	1½	1			775
Thorold.....	Fitzgerald, Eliza Sophia	M.A., Queen's	Classics	1909	25½		1,100		
	McMahon, Frank Oliver..(Interim)	B.A., Tor.		1909	1½	6		750	
	Clerke, Victoria Havergal. (Interim)	B.A., Queen's		1909	½	½			600
Tillsonburg....	Minns, James Edward	B.A., Vic.	Science, Math.	1904	18	3	1,400		
	Kidd, William Livingstone			1905	5	10		950	
	Hindson, Hilda Mary		Com. (Interim)	1904	5	6			800
	Solmes, Harriet Mary...(Interim)	B.A., Queen's		1908	2	½			800
Toronto, East.	Gray, Robert Alexander	B.A., Tor.	Math.	1909	25		2,200		
	Graham, Louis Hartley	M.A., Tor.	Science.	1903	10	5		1,300	
	Barr, Lydia Adams	B.A., Tor.		1908	17	9			1,000
Toronto, North West	Cox, John Loane	B.A., Tor.	Math.	1908	31		2,700		
	Jewett, Albert Edward	B.A., Queen's	Science	1908	22	3½		1,600	
	Thompson, John Frederick	M.A., D.Pæd., Tor.	Classics.	1908	11			1,600	
	Clarke, Frederick Hall	B.A., Tor.	Eng., Hist., Fr., Ger.	1908	14			1,700	
	Irwin, Herbert William	B.A., Tor.	Mods. and Hist.	1908	8			1,600	

*Principal to be appointed.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

High Schools	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary.		
							Principal.	Male Assistants.	Female Assistants.
							$	$	$
Toronto, North West.—*Con.*	Kennedy, Thomas	M.A., Queen's	Math.	1908	10	2¾	.....	1,600	.....
	Horton, Charles William	B.A., Queen's	Eng., Hist.	1908	14	7½	.....	1,600	.....
	Ketcheson, Florence Blanche	B.A., Tor.	Mods. and Hist.	1908	4	....	.....	.....	1,500
	Ayers, M. Huntley	M.A., Queen's	Science	1909	5½	8	.....	1,300	.....
	Dunkley, Albert Wesley	M.A., Queen's	Classics	1909	9	....	.....	1,300	.....
Toronto, Riverdale.	Crawford, Henry Job	B.A., Tor.	Classics	1907	25	....	2,800	.....	.....
	Moore, James Rosington	M.A., Queen's	Science	1907	11	½	...	1,700	...
	Wren, John Stewart	B.A., Tor.	Math.	1907	11	....	.....	1,700	.....
	Ferguson, Wm. Chalmers	B.A., Tor.	Eng., Fr., Ger.	1907	19	...	.....	1,700	.....
	Willson, Alice M.	B.A., Tor.	Fr., Ger.	1908	6	4	.....	.....	1,600
	Carlisle, John Oliver....(Interim)	M.A., Tor.	Classics	1909	2	....	.....	1,400	.....
	Kidd, Truman William	B.A., Queen's	Art .....(Interim)	1909	4½	6	.....	1,300	.....
	Rogers, William Henry	M.A., Trin.	Math.	1909	7½	2	.....	1,300	.....
Toronto, Technical.	Eldon, Robert Henry	B.A., Queen's	Math., Com.	**1904	18	7	2,800	.....	.....
	McBean, John William	B.A., Tor.	.....	1902	*7	....	... ..	1,900	....
	Warren, James McIntosh	B.A., Tor.	Math.	1903	*15½	....	.....	1,900	.....
	Kirkland, William Stuart	M.A., Queen's	Science	1903	*13½	1	.....	1,850	.....
	Ward, William	B.A., Queen's	Com.	1906	15	5	.....	1,700	.....
	MacPherson, Walter Ernest	B.A., Tor.; LL.B., Queen's	Eng., Hist., Fr. Ger.	1904	13½	....	.....	1,700	.....
	Wilson, William James	B.A., Tor.	Science.....(Interim)	1902	*7½	....	.....	1,600	.....
	Baird, William	.....	Com.	1903	*7	4	.....	1,600	.....
	Rutherford, William Herbert	M.A., Tor.	Math.	1904	6½	....	....	1,600	.....
	Rundle, John Ashton	.....	.....	1904	5½	18½	.....	1,600	.....
	Tennant, Isabella Leathern	B.A., Tor.	Mods. and Hist.	1904	8½	...	.....	.....	1,600
	Downey, Helen Elizabeth	B.A., Tor.	Mods. and Hist	1904	9	....	.....	.....	1,600

	Wood, Frank Herbert	B.A., Tor.	Math.	1905	4½	....	....	1,600	.....
	Edward, Wesley Grafton	.....	Com.	1907	4½	1	.....	1,500	.....
	Bailey, Joseph James	.....	.....	1907	5½	5½	.....	1,500	.....
	Joliffe, Ernest Howard..(Interim)	B.A., Tor.	Science	1908	1½	2½	.....	1,400	.....
	Webster, Samuel Charles	B.A., Tor.	.....	1909	8	2	.....	1,300	.....
	Peake, Charles Nicholson	.....	(Instructor in Drafting)	1898	.....	....	.....	1,600	.....
	†Hahn, Gustav	.....	(Instructor in Design)	1902	.....	....	.....	1,000	.....
	‡Banks, John Lisney	.....	(Instructor in Modelling)	1906	.....	....	.....	750	.....
	†Collett, William Charles	B.A.Sc.	(Instructor in Architecture)	1909	.....	....	.....	600	.....
	†Hahn, Emanuel	.....	(Instructor in Freehand)	1907	.....	....	.....	720	.....
	Davidson, Margaret Mary	.....	(Instructor in House'ld Sci.)	1902	.....	....	.....	.....	1,500
	DeLaporte, Marie Annette	.....	do	1907	.....	....	.....	.....	850
	Murray, Isabel	B.Sc., Columbia	do	1908	.....	....	.....	.....	850
	Lemon, Sarah J. .....(Interim)	B.A., Tor.	Mods. and Hist. (Subst. Tchr.)	1909	1	....	....	.....	.....
	‡Maynard, Carman Moses	.....	(Instructor in Freehand)	.....	.....	....	.....	.....	.....
	‡Dewar, Angus	.....	(Instructor in Math)	.....	.....	....	.....	.....	.....
	‡Hardy, Ernest Austin	B.A., Tor.	(Instructor in English)	.....	.....	....	.....	.....	.....
	§Robertson, Agnes	.....	(Instructor in House'ld Sci.)	.....	.....	....	.....	.....	.....
	§Graham, Helen Seymour	B.A., Tor.	do	.....	.....	....	.....	.....	.....
	§Sheffield, Lillian	.....	do	.....	.....	....	.....	.....	.....
	§Hume, Rowena G. D.	M.A.	do	.....	.....	....	.....	.....	.....
	§Coles, Evelyn Stadacona	.....	(Instructor in House'ld Art)	.....	.....	....	.....	.....	.....
	§Shanly, Frances Elizabeth	.....	do	.....	.....	....	.....	.....	.....
	§De Laporte, Edith Winnifred	.....	do	.....	.....	....	.....	.....	.....
	§Shanly, Elinor Annette	.....	do	.....	.....	....	.....	.....	.....
	§Ronan, Gladys	.....	(Instructor in Freehand)	.....	.....	....	.....	.....	.....
	§Edwards, Euphemia Cameron	.....	(Instructor in Modelling)	.....	.....	....	.....	.....	.....
	§Le Pan, Arthur D'Orr	B.A.Sc.	(Instructor in Drafting)	.....	.....	....	.....	.....	.....
	§Kinghorn, Andrew Alexander	B.A.Sc.	do	.....	.....	....	.....	.....	.....
	§McNiven, James	.....	do	.....	.....	....	.....	.....	.....
	§Fraser, William	.....	(Instructor in Estimating)	.....	.....	....	.....	.....	.....
	§Rumble, Isaac Albert..(Interim)	.....	Math., Com., (Instr. in Math.)	.....	.....	....	.....	.....	.....
	§Dobson, William Percy	.....	(Instructor in Electricity)	.....	.....	....	.....	.....	.....
	§Fairlie, Howard Wallace	.....	do	.....	.....	....	.....	.....	.....
	§Potter, Robt. B.	.....	do	.....	.....	....	.....	.....	.....
	§Moody, Frederick Hayward	.....	(Instr. in Steam Engine)	.....	.....	....	.....	.....	.....
Trenton	Ingall, Elmer Ellsworth	B.A., Tor.	Eng., Hist. .....(Interim)	1895	19	5½	1,300	.....	.....
	Ashall, Frances Mabel	B.A., Tor.	Math.	1907	2½	.....	.....	.....	1,000
	Pattee, Mrs. Ada	.....	Eng. Hist.	1889	22	....	.....	.....	900
	White, Minerva Margaret	.....	.....	1906	3½	11	.....	.....	700

**Dates of appointment to the School which became a High School in 1904. * Includes experience in this school previous to 1904.

† Part time teacher—Day and Evening Classes. ‡ Part time teacher—Day only. § Part time teacher—Evening only.

LIST OF PRINCIPALS AND ASSISTANTS OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1910.—*Continued.*

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	No. of years experience in a High School or Collegiate Institute.	No. of years in a Public School.	Salary. Principal.	Male Assistants.	Female Assistants.
							$	$	$
Uxbridge	Hutchison, Robert A.	B.A., Queen's	Math.	1909	4	6	1,400		
	MacArthur, Christina M.			1907	14	3			700
	Jeckell, Laura M. (Interim)			1908	2	2½			700
	Gearin, Loretta Carmel. (Interim)	B.A., Tor.	Mods. and Hist.	1909	2½				800
Vienna	Bonis, Henry	B.A., Tor.	Classics	1905	19	1	950		
	Geddes, William S. (Interim)			1910	1½			650	
Walkerton	Morgan, Joseph	M.A., Tor.	Classics	1881	28		1,400		
	Hartstone, John C.	B.A., Tor.	Math.	1908	28			1,100	
	McGregor, Margaret C. (Interim)	B.A., Tor.		1908	2½	1½			750
	Cummer, Elvina May			1909	4½				1,100
Wardsville	Dickey, Mary Ada	B.A., Tor.	Mods. and Hist.	1906	7½		1,000		
	Caverhill, Elsie M. (Interim)			1908	1½	2			575
Waterdown	Campbell, Alexander	B.A., Tor.	Math.	1908	19	3	1,000		
	Chassels, Frances (Interim)			1909	½	3			600
	Crummer, Eva (Interim)			1909	½	2			600
Waterford	Hume, John Patterson	B.A., Queen's	Science	1906	18		1,200		
	Graves, Bessie (Interim)	B.A., Western		1909	1½	1½			600
	Hoover, E. Egbert (Interim)			1909		2		800	
Watford	Potter, Charles	B.A., Tor.	Math.	1892	25	5	1,300		
	Ovens, Winifred (Interim)	B.A., Western		1909	1½				600
	Mitchell, Blanche H.			1907	2	4			650
	Bowen, Anna (Interim)			1909		3½			600

Welland	McCuaig, Herbert M.	B.A., Queen's		1891	25		1,300		
	McNiece, James	B.A., Tor.	Science.	1896	14	3		1,200	
	Thomson, Helen M. (Interim)	B.A., Tor.	Math.	1908	1½				800
	Stone, Grace L. (Interim)	B.A., McMaster	Mods. and Hist.	1910		2½			700
	Brennan, Jennie L.			1906	3½	5			650
Weston	O'Connor, William	M.A., Queen's (Ireland), M.D.		1910	22	2	1,200		
	Hawkins, Maud Mary	B.A., Tor.	Mods. and Hist.	1904	9				950
	Kersey, Robert Reid. (Interim)	M.A., Tor.		1909	½	3		1,000	
Wiarton	Bell, John J.	B.A., Tor.		1909	24	1	1,300		
	Case, H. James			1906	3	13		900	
	McVannell, Margaret C. (Interim)	B.A., Tor.		1910	2½				850
Williamstown	Elliott, Thomas E.	B.A., Tor.	Eng., Fr., Ger.	1909	21		1,400		
	Mackintosh, Helen C. (Interim)	M.A., Queen's	Fr., Ger.	1908	1½				750
	O'Brian, Mabel B. (Interim)			1907	2½				650
	Hicks, Frederick M. (Interim)			1910	4½	2½		1,000	
Wingham	Workman, James George	B.A., Tor.	Math.	1906	4	1	1,200		
	Smith, John Charles. (Interim)	B.A., Queen's	Classics	1907	4	3		1,200	
	Baird, Mabel M. J.	B.A., Tor.	Mods. and Hist.	1909	6				800
	Anderson, Beatrice E. (Interim)			1908	1	3			600

SUMMARY, JANUARY, 1910.

Number of Schools, Sex of Teachers, and Per-centages.

Collegiate Institutes	43
High Schools	102
Total	145
Increase for the year	0

Teachers.

Gentlemen	532
Ladies	288
Total	820
Increase for the year	25

Percentages.

January, 1910	Gentlemen,	64.87;	Ladies,	35.12
January, 1909	"	67.55;	"	32.45
January, 1904	"	78.8 ;	"	21.2

Number of Teachers.

Collegiate Institutes.

Principals	43
Assistants	371
Total	414
Increase for the year,	25

High Schools.

*Principals	97
Assistants	309
Total	406
Increase for the year,	0

Grand Total.

*Principals	140
Assistants	680
Grand Total	820
Increase for the year,	25

Salaries.

Collegiate Institutes.

Highest Salary	$3,500
Average " Principals	1,854
" " Assistants	1,260
Average Salary	$1,321
Increase for the year	$45

High Schools.

Highest Salary	$2,800
Average " Principals	1,370
" " Assistants	971
Average Salary	$1,067
Increase for the year	$60

Collegiate Institutes and High Schools.

Highest Salary	$3,500
Average " all Principals	1,519
" " all Assistants	1,129
Average Salary, all	$1,195
Increase for the year	$56
Average Salary, Men Assistants	$1,298
" " Women "	894
Increase for the year. Men	$74
" " " Women	53

University Graduates, Specialists, etc.

Collegiate Institutes and High Schools.

Graduates	603
Non-Graduates	217
Percentage of Graduates, 1910	73.53
Percentage of Graduates, 1909	73.96
Percentage of Non-Graduates, 1910	26.46
Percentage of Non-Graduates, 1909	26.04
Interim Certificates	210
Specialists	421
Interim Specialists	93
Percentage of Specialists and Interim Specialists, 1910	62.68
Percentage of Specialists and Interim Specialists, 1909	66.04
Percentage of Non-Specialists, 1910	37.31
Percentage of Non-Specialists, 1909	33.96

* Five Principals to be appointed.